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SECTION I

PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

A. Statutory Requirements

1. Public Hearings – Section 122(a)(3)

Public hearings were scheduled on a regional basis in order to provide an opportunity for all segments of the public and interested organizations and groups specified in the Carl D. Perkins Career and Technical Education Act of 2006 to present their views and make recommendations regarding the state plan. These were as follows:

March 13, 2008 Clarksburg, West Virginia

March 18, 2008 Charleston, West Virginia

The hearings were publicized statewide two weeks prior to the meeting dates via state and local newspapers and by posting to the West Virginia Department of Education web page and the web page of the West Virginia Council for Community and Technical College Education.

Representatives of the West Virginia Council for Community and Technical College Education and the West Virginia State Board of Education were present at each hearing. Oral and written comments were accepted. As an official comment of record, speakers were requested to provide a written copy of their comment and/or recommendation if it was to be a comment of record.

2. Summary of Recommendations – Section 122(a)(3)

Written comments, recommendations, and objections received at the state plan public hearings are included in this document as Appendix I.

3. Consultation – Section 122(b)(1)(A)-(B)

The public hearings provided an opportunity for consultation with educators, eligible recipients, parents, students, interested community members, representatives of special populations, institutions of higher education, tech prep representatives, business, industry, and labor representatives, and the Office of the Governor through his Workforce Development Office representative with respect to the development of the state plan.

4. Activities and Procedures – Section 122(b)(2)

The public notices that were placed in state and local newspapers advertising the state plan public hearings explained the purpose of the hearings, gave the dates, times, and locations of the hearings, and offered the opportunity for public comments and recommendations on the state plan. This information was also publicized through the web pages of the West Virginia Council for Community and Technical College Education and the West Virginia Department of Education.

5. Interagency Consultation – Section 122(e)(3)

The coordination and day-to-day activities pertaining to the development and implementation of the state plan are managed by an interagency team under the auspices of the eligible agency, the West Virginia Council for Community and Technical College Education. The team members include the Chancellor of the WV Council for Community and Technical College Education, the Assistant State Superintendent of Schools, and members of their staffs. These are the agencies responsible for supervision of the state's community and technical colleges, technical institutes, and other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and secondary career and technical education.

SECTION II

PROGRAM ADMINISTRATION

A. Statutory Requirements

1. Submission of State Plan – Section 122(a)(1)

The West Virginia Council for Community and Technical College Education is the eligible state agency for the administration of federal funds for career and technical education in the state. Under the authority granted by Section 122(a)(1) of the Carl D. Perkins Career and Technical Education Act of 2006, the Council hereby submits the state's plan for the five remaining fiscal years of the Perkins Act.

The Council delegates to the West Virginia Board of Education responsibility for the administration of federal funds under the Perkins Act for secondary and adult career and technical education programs and for supervision of the administration thereof by local educational agencies. The West Virginia Board of Education will serve as fiscal agent for federal funds received by the Council.

The Council is responsible for the administration of all postsecondary career and technical education (associate degree) programs in the state and those adult certificate programs deemed appropriate and not unnecessarily duplicated by State Board of Education programs.

There are 64 eligible recipients at the secondary level and ten eligible recipients at the postsecondary level.

 A-E Career and Technical Education Activities Designed to Meet or Exceed State Adjusted Levels of Performance – Section 122(c)(1)(A-E)

Secondary and Postsecondary

The West Virginia system of public secondary and postsecondary career and technical education is accessible statewide through 23 county technical centers, seven multi-county centers, 34 comprehensive high schools, and ten community and technical colleges. The secondary career and technical curriculum is organized within six clusters and 71 concentrations/pathways, each of which is aligned with postsecondary AS, AAS, and/or certificate programs. Each secondary concentration/pathway has also been aligned with the USDOE pathway model and includes, at a minimum, four required core courses and a number of elective offerings. Each state-approved secondary career-technical education (CTE) course has State Board of Education approved and industry validated content standards and objectives reflective of the rigorous skill sets demanded of workers in the 21st Century.

The secondary CTE program is an integral part of the high school curriculum for a large number of students, with approximately 30% of all graduates completing the requirements for a concentration/pathway, and over 80% taking at least one CTE course.

Career pathway models have been developed for each state approved CTE concentration/pathway that includes the course requirements for both the secondary and postsecondary levels. These models specify Earn a Degree – Graduate Early (EDGE) credits available to students wishing to continue their education at the postsecondary level. EDGE credits are awarded based on a student's end-of-course test scores and are provided on a tuition-free basis. EDGE credits reflect agreements between secondary and postsecondary faculty and are developed through a comprehensive review of the content and skill sets inherent in comparable secondary and postsecondary courses. As such, they constitute the basis for seamless transitioning of students from secondary to postsecondary pathways.

All secondary CTE students are required to complete a rigorous academic core that includes four college prep level English; four mathematics at Algebra I or higher; four social studies, including civics; three lab-based sciences; two physical education/health; one arts; and, a minimum of four CTE concentration credits. Additionally, State Board of Education policy requires that "all approved CTE concentrations/pathways offered in a school must obtain and maintain an appropriate industry-recognized accreditation/certification, when one is available, and shall provide students the opportunity to obtain an industry recognized credential as part of the instructional program."

The 71 secondary CTE pathways and the postsecondary programs of study have been validated by the business community as relevant, based on employment demands and the skill sets needed for success. The system is dynamic in that new offerings are created in response to the changing job market, advancing technology and global economy. Positive placement of CTE completers in training related employment or continuing education also continues to be a meaningful test of program relevance and quality.

At the secondary level, the CTE programs of study are used by parents, counselors, and students to develop the five-year transition plans required of all students in State Board of Education policy. All students in the 8th grade, in consultation with their parents, select either a 4-year college (professional) or a 2-year college/employment (skilled) program of study and a career cluster of interest. This selection is based on ACT Explore results, student interest and other locally administered assessment results. For those the skilled 71 students interested in program, the career pathway/concentration programs are displayed on the state CTE web page and include all the required academic and technical courses at both the secondary and postsecondary levels. Students may opt to change career clusters or programs of study at the end of any semester while in high school.

All students in the skilled program of study are also required to select a pathway/concentration by the end of 10th grade and to plan their final two years in high school and one year of postsecondary education or work. In support of this action, schools must provide relevant opportunities for all 9th and 10th grade students to explore career options, preparation programs, and financial assistance opportunities as they prepare to complete the final three years of the five-year transition plan.

Two major state initiatives support the focus on literacy, numeracy and technology integration within the CTE curriculum. Over 80% of all West Virginia high schools are formal Southern Regional Education Board (SREB) High Schools That Work sites. The focus of this initiative is to assure that all CTE students are enrolled in rigorous academic courses, are exposed to high expectations in CTE classes through integrated projects and standards based instruction, and participate in assessments designed to continually improve instructional outcomes. West Virginia is also an active member of the National Partnership for 21st Century Skills. This initiative focuses on assuring that all students leave school with not only high level academic and technical skills, but the soft skills demanded by employers (i.e., global awareness, technology literacy, interpersonal and collaborative skills, critical thinking, systems thinking and creativity). This requires an intensive effort to provide relevant professional development for all CTE staff in terms of instructional practice, assessments for learning and technology integration, including the training and endorsement of Technology Integration Specialists (TIS) for all schools. The focus of the TISs is to work with all CTE teachers in incorporating appropriate instructional technology in all classes and engaging all students in using technology to solve problems and acquire communications and critical thinking skills.

In order to align secondary and postsecondary career-technical programs, all career and technical education programs will incorporate programs of study that provide a seamless progression from secondary to postsecondary education. All new career-technical programs developed at the postsecondary level will follow the programs of study model and will lead to a credential. Utilizing the programs of study model, students may acquire college-level credit through early entrance and dual credit courses and through the EDGE (Earn a Degree – Graduate Early) program, which grants college credit for identified career-technical secondary-level courses.

All programs at both the secondary and postsecondary levels require academic content that is assessed annually to ensure that participants are meeting challenging academic standards. The program of study model ensures that academic preparation at the secondary level is aligned with the academic demands at the postsecondary level.

F. Criteria Used to Approve Local Applications – Section 122(c)(1)(F)

Secondary and Postsecondary

In order to be allocated federal funds for career and technical education programs and services under Title I of the Carl D. Perkins Career and Technical Education Act of 2006, the eligible recipient must prepare and submit a local plan to the eligible state agency. The local plan shall cover the same period of time as the period of time applicable to the state plan submitted under Section 122.

In addition to certain requirements designed to meet state legislative and policy mandates, the local plan shall:

- a. Describe how the career and technical education programs required under section 135(b) will be carried out with funds under this title:
- Describe how the career and technical education activities will be carried out with respect to meeting state and local adjusted levels of performance established under section 113;
 - i. Describe how the eligible recipient will:
 - ii. Offer the appropriate courses of not less than one of the career and technical programs of study described in section 122(c)(1)(A);
 - iii. Improve the academic and technical skills of students participating in career and technical strengthening education programs by academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965) and career and technical education subjects:
 - iv. Provide students with strong experience in, and understanding of, all aspects of an industry;
 - v. Ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content

- aligned with challenging academic standards as are taught to all other students; and
- vi. Encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965);
- c. Describe how comprehensive professional development (including initial teacher preparation) for career and technical education, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development);
- d. Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105-220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study;
- e. Provide assurances that the eligible recipient will offer a career and technical education program that is of such size, scope, and quality to bring about improvement in career and technical education programs;
- f. Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient;
- g. Describe how the eligible recipient will:
 - Review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;

- ii. Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and
- Provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high demand occupations that will lead to selfsufficiency;
- h. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations;
- Describe how funds will be used to promote preparation for non-traditional fields;
- j. Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities; and
- k. Describe efforts to improve:
 - The recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and
 - ii. The transition to teaching from business and industry.

Eligible recipients will update the local application on an annual basis. Results of the annual evaluation based upon the core indicators will determine how funds will be targeted to ensure continuous improvement in academic and technical skill attainment.

Further, the annual evaluations, coupled with labor market data, will provide the information needed by career and technical education administrators when decisions regarding changes in program offerings must be made in order to meet current and emerging occupational opportunities.

The criteria used by postsecondary institutions to identify current and emerging occupational opportunities are provided by CCbenefits software, Workforce West Virginia occupational data and employer surveys. CCbenefits is a web-based tool that provides data and reports that help community and technical colleges plan for future programming. The software provides regional data and analysis

community and technical colleges need to optimize their offerings for tomorrow's workforce. Economic forecasters provide current reports and projections for industries, occupations and demographics. Employer surveys provide employment projection data by employment clusters.

G. Preparing CTE Students for High School Graduation – Section 122(c)(1)(G)

Secondary education provides career and technical education students, including students who are members of special populations, the 21st century intellectual, social/emotional, physical, and technological capacities needed for successful entry into adulthood. The secondary education program provides challenging and rigorous courses in the state's programs of study that will enable students to achieve high levels of competence so they can complete graduation requirements and be prepared to successfully enter and compete in the workplace and in postsecondary education. Students in the secondary education program have the opportunity to examine the state's system of career clusters and select a concentration and pathway.

Beginning with students entering grade nine in school year 2008-09 and thereafter, graduation requirements for career and technical education students, including special population students, will be as follows:

Reading and English Language Arts	4 Credits
Mathematics	4 Credits
Science	3 Credits
Social Studies	4 Credits
Physical Education	1 Credit
Health	1 Credit
The Arts	1 Credit
Electives	2 Credits
Career Concentration Courses	4 Credits

The four credits taken by career and technical education concentrators must be consistent with those identified for WV Department of Education approved career and technical education programs of study. Each career and technical education concentration in a school will obtain and maintain an appropriate industry-recognized accreditation/certification, when one is available, and will provide students the opportunity to obtain an industry recognized credential as part of the instructional program.

H. Preparing CTE Students for High-Skill, High-Wage, High Demand Occupations - Section 122(c)(1)(H)

Career and technical education students in West Virginia's secondary schools will continue to benefit from the state's continuing commitment to the Southern Regional Education Board *High Schools That Work* (HSTW) initiative. This commitment dates back over two decades and currently includes 80 percent of all secondary schools statewide as formal SREB HSTW sites.

The state has expanded the program to include 17 high schools in the 21st Century High Schools That Work program. This new effort incorporates the six elements of 21st century learning that form the basis of the Partnership for 21st Century Skills. West Virginia is the second state in the nation to join the Partnership which is comprised of 26 member organizations including Adobe Systems Incorporated, Agilent Technologies Foundation, American Association of School Librarians, American Federation of Teachers, Apple, Bell South Foundation, Cable in the Classroom, Cisco Systems, Inc., Corporation for Public Broadcasting, Dell Inc., ETS, Ford Motor Company Fund, Intel Corporation, JA McGraw-Hill Education, Worldwide, LeapFrog SchoolHouse, Corporation, National Education Association, Oracle Corporation, Pearson Education, SAP, SAS, Texas Instruments Incorporated, Thomson Gale, Time Warner, Inc., and Verizon. Department professional staff has been engaged in intensive professional development to implement the concepts of the Partnership on a statewide basis. This constitutes the most comprehensive school reform effort undertaken in many years and yet to be realized holds promise of preparing students for undiscovered technologies, occupations and careers. At this writing. Wisconsin has announced its intention to become the third state in the nation to join the Partnership for 21st Century Skills. Career and technical education students, including members of special populations, in West Virginia and across the country will be better served as this Partnership gains momentum.

I. Use of Funds to Improve or Develop New Courses - Section 122(c)(1)(I)

Secondary

Considering the pace at which technological advances are being made in today's workplace and the global economy, a major challenge will be that of keeping course content and the overall curricula up-to-date and relevant. Both state and federal funds will be used to provide state leadership in the area of supporting the improvement of current programs and courses and the development of new career and technical education courses and concentrations that prepare individuals for high-skill, high-wage, and high demand occupations and life-long education. The results of continuous evaluation of career and technical education programs will be vital to the identification of courses and concentrations in need of improvement or elimination. Extensive policy and curriculum work in West Virginia has occurred and reflects the integration of coherent academic and technical content aligned with challenging academic These same standards will be applied to the efforts to improve existing courses and develop new career and technical courses.

Postsecondary

Funds for improving or developing new career and technical education courses will be utilized to: (i) conduct needs assessments to verify the need for new career and technical programs; (ii) purchase and/or develop curriculum materials for delivering course(s) and purchasing or upgrading equipment reflecting the

latest technology; (iii) provide professional development for instructional staff to better prepare them to teach the course(s); (iv) purchase instructional resource materials; and (v) assess student attainment.

Perkins funding may only be directed to programs that lead to high-wage, high-skill or high demand occupations as defined.

 J. Facilitate and Coordinate Communications on Best Practices among Successful Tech Prep Program Grants under Title II – Section 122(c)(1)(J)

The Tech Prep State Director will host monthly meetings for all tech prep grant recipients. The meetings will focus on the sharing of Tech Prep best practices across the state and will monitor consortia progress and provide technical assistance for reported challenges.

The Tech Prep State Director will present and publish annual reports to the State Board of Education and the Council for Community and Technical College Education which will include outcome data for Tech Prep consortia.

 K. Use of Funds to Link Secondary and Postsecondary Academic and Career and Technical Education for Increased Student Achievement - Section 122(c)(1)(K)

Secondary

The vision for West Virginia's high schools is that all students will graduate with the knowledge and skills needed in postsecondary education, the workplace, and life. West Virginia has revised graduation requirements for all students; the minimum core for all students is four credits in English language arts, four in mathematics, three in science, four in social studies, and four credits in a concentration that prepares students for postsecondary education and/or work. Content standards and objectives for both academic and career and technical education courses are being revised to require a more rigorous focus on 21st century higher order thinking, problem solving and critical thinking skills. West Virginia Board of Education policy also requires experiential learning (which includes quality work-based learning) for all students as a means to create relevancy in students' programs of study. This focus on rigor and relevance is evidenced by an increased number of students achieving the proficiency standard on the West Virginia assessment for NCLB, an increasing number meeting workplace readiness standards as measured by ACT WorkKeys, as well as more students taking the ACT exam for admission to postsecondary education. West Virginia also requires schools to provide opportunities for students to earn postsecondary credit before graduation, including Advanced Placement courses, dual credit courses, college courses, and Earn a Degree -Graduate Early (EDGE) courses. Currently, over 10,000 West Virginia students have met the requirements (minimum score on end-of-course exam and successful completion of course) for EDGE, which means upon entrance into a

community and technical college they may have earned three to over 12 hours of tuition-free, transcript college credit.

Postsecondary

Currently, the state is organized around eight community and technical college district consortia composed of representatives of secondary career and technical education, adult education, postsecondary education and others. The purpose of these consortia is to promote cooperative delivery of education and training services to the state's population, specifically in meeting the needs of the employers. Also, Tech Prep consortia work directly between the colleges and local school systems to develop the seamless Tech Prep component within the secondary school programs of study. The majority of career and technical centers and high schools statewide have developed cooperative agreements with community and technical colleges, including provisions for dual or advanced credit, sharing faculty, facilities and other resources, and the actual construction of jointly administered facilities. This trend is expected to continue, given the current pressures to increase the number of high school graduates continuing their studies at the college level.

In addition, all new postsecondary career and technical programs will be aligned with secondary school career pathways.

L. Reporting on Integration of Coherent and Rigorous Academic Content in Career and Technical Education Programs - Section 122(c)(1)(L)

Secondary

The West Virginia Department of Education provides deliberate and on-going professional development to career and technical education instructional personnel on strategies for integrating challenging academic content into career and technical education courses, classroom assignments, and assessments. Classroom practices that include requiring students to use mathematics to complete challenging career/technical assignments, to read and interpret technical books and manuals, and to use technology skills positively affect student achievement. Results of the 2006 High Schools That Work (HSTW) assessment clearly indicate the value added impact on academic achievement when career/technical teachers often stress reading, writing, and mathematics in the context of the career/technical field. Over 5,000 West Virginia seniors who were also enrolled in career and technical education courses (representing approximately 80 percent of the state's high schools and career/technical centers) participated in the 2006 HSTW assessment. When students reported an intensive emphasis on integration of academic content and skills into career and technical education courses, their scores in reading, mathematics, and science exceeded the performance goals established by the Southern Regional Education Board (SREB).

Postsecondary

By policy, all postsecondary career-technical one-year certificates require thirty credit hours of instruction of which a minimum of six credit hours must be in the areas of mathematics and communications. Associate degree level programs require sixty credit hours for completion, and twenty credit hours must be general education.

ACT WorkKeys assessments will continue to be administered to each careertechnical program graduate to determine if the levels of mathematics and reading are adequate for the student to be successful in the occupation for which they were prepared. The WorkKeys assessment will determine if academic content is successfully integrated into technical program delivery.

3. Comprehensive Professional Development – Section 122(c)(2)(A-G)

Secondary

Teacher preparation and professional development that is high quality, focused, and sustained is essential to address the needs of CTE students in the 21st Century and the global economy. This is especially true for CTE teachers and administrators, given the need to not only teach technical skills, but to integrate and reinforce academic content and technology literacy within the curriculum.

West Virginia has focused professional development on the integration of academic content standards within the CTE curriculum for many years through a close association with the Southern Regional Education Board's (SREB) High Schools That Work initiative. This work has taken place through local, regional, state and national workshops for teams of academic and CTE teachers working to jointly develop and deliver curricula and pedagogical strategies. This work has further been enhanced through the Tech Prep consortia, representing all local educational agencies and community and technical colleges.

Academic proficiency of CTE students is measured through a number of summative assessments, including WESTEST (NCLB accountability measure); ACT WorkKeys© assessments of all CTE completers in Reading for Information, Applied Mathematics, and Locating Information; incorporation of academic content measures on all CTE end-of-course tests; the High Schools That Work 12th grade assessment; and, ACT Explore, PLAN and College Admissions ACT assessments. CTE offerings failing to meet student academic performance standards are required to develop and implement specific improvement plans to improve student performance.

Preservice West Virginia CTE teacher preparation is offered within the traditional 4-year colleges and universities through standard teacher preparation programs and alternative preparation/certification for technical and industrial and health occupation teachers coming directly from business and industry. The 4-year teacher preparation programs are closely monitored by the Office of Professional

Preparation within the Department of Education and the alternative preparation program operates through the Division of Technical and Adult Education (DTAE).

The alternative preparation program at West Virginia University-Institute of Technology (WVU – IT) is currently participating in an intense study by the DTAE to bring it in line with 21st Century teaching pedagogy and delivery. This work will be completed in 2008 and will provide the basis for increased rigor and relevance of this program as we continue into the 21st Century.

The CTE professional development priorities that are targeted within the scope of the federal plan include high quality, sustained, focused and intensive work in the following areas:

- 1. High quality content standards and objectives (CSOs);
- Project-based learning (critical thinking, problem solving, teamwork, etc.);
- Literacy and numeracy across the curriculum (including writing);
- 4. Assessing student proficiency with a focus on assessments for learning;
- 5. Technology integration, including training Technology Integration Specialists;
- 6. 21st Century teaching and learning skills; and,
- 7. CTE for students with disabilities.

These priority areas are addressed through local, regional and statewide inservice programs, preservice preparation programs, and state CTE and community and technical college administrator training and conferences. These topics are also the focus of discussion and planning with the state Workforce Planning Council as this group works collaboratively to address the state's workforce needs.

Contextual (applied) learning is now the focus of all core academic requirements in the public schools and is based on nationally reviewed, content standards that have been aligned with the National Assessment of Educational Progress (NAEP), ACT, SAT, and International assessments. Contextual lesson plans based on the rigorous standards are now available to teachers on-line through the TEACH-21 web site.

A statewide taskforce was convened in 2006 to focus on the needs of students with disabilities in CTE programs. The work of the taskforce, <u>A Model for Serving Students with Disabilities in CTE</u>, is now the standard for delivering CTE programming for students with disabilities statewide. Intensive staff development and curricular assistance is available to all Local Educational Agencies (LEAs) as they work to improve the success of this population.

The West Virginia CTE professional development model aligns with Title II of the Elementary and Secondary Education Act and Title I of the Higher Education Act based on a common language and agreed upon outcomes. The highest priority in public education in West Virginia is to assure that ALL students are equipped with the skill sets needed for success in the 21st Century workplace and economy. From that standpoint, ALL students do not distinguish among those that will transition to professional (4-year college), 2-year college preparation, or

the workplace after high school. Thus we focus on providing equitable opportunities and rigorous preparation for all students and integrate the professional development work we do to achieve that end.

Postsecondary

All eligible institutions, through their local plan, will determine targeted professional development activities. In addition, the WV Council for Community and Technical College Education will provide eligible institutions an opportunity to respond to a request for proposals to conduct professional development activities at the local level. Financial support will be provided through state Leadership funds. The funds will provide professional development activities in the general areas of: (i) increasing the use of technology in the classroom; (ii) increasing faculty expertise in specific technical areas and the understanding of industry standards, (iii) improving teaching methods and techniques; (iv) improving services to special populations; (vi) establishing student and program assessments designed to meet accountability measures required by Perkins IV; and (vii) increasing the percentage of teachers that meet teacher certifications or licensing requirements.

4. Recruitment, Transition, and Retention of Career and Technical Education Personnel – Section 122(c)(3)(A-B)

Secondary

In West Virginia, all instructional personnel, whether career and technical or academic, enjoy the same benefits and opportunities. Career and technical education teachers have been honored as state Teacher of the Year and several have been recognized nationally as Milken Award recipients. In order to compete with other states for the best teachers, the governor and the legislature endeavor to increase teacher compensation as much as the state's revenue will permit.

Local school districts recognize teacher performance on a school- and districtwide basis. These recognition programs include career and technical personnel and CTE centers. The state's Schools of Excellence program annually recognizes one outstanding CTE center and its staff.

Individuals desiring to enter the CTE teaching profession from business and industry, including small business, through alternative certification, receive their teacher preparation through WVU Institute of Technology. All are encouraged to apply, including those who are members of groups underrepresented in the teaching profession. This program is currently undergoing a thorough redesign in order to ensure that new CTE teachers entering the profession are prepared for participation in West Virginia's 21st Century Learning initiative. All new CTE teachers are assigned mentor teachers for their first year and receive support from their building administrator and the appropriate state program area supervisor and from their WVU Institute of Technology Regional Educator for their first three years of teaching.

Postsecondary

Each eligible institution will determine through the Human Resource Office those faculty positions that are in demand but in short supply. Each will work with local businesses to identify potential adjunct faculty members that have an interest in teaching on a part-time basis. These individuals bring industry level experience to the classroom and may decide to enter the profession on a full-time basis.

In addition, institutions will advertise faculty positions in trade journals, numerous higher education publications and those publications that are circulated to underrepresented groups. Each institution is an affirmative action/equal employment opportunity employer.

To facilitate the retention of faculty, each community and technical college and the System Office will provide professional development opportunities to all faculty members. The System has purchased iStream and NROC through the League for Innovation in the Community College which has professional development that is available to all faculty.

5. Transition of Subbaccalaureate CTE Students into Baccalaureate Degree Programs – Section 122(c)(4)

Series 17, a state-level policy of both the Higher Education Policy Commission and the WV Council for Community and Technical College Education, the state-level coordinating bodies for higher education, provides for the transfer of seventy-two (72) credit hours from community and technical colleges to baccalaureate institutions. There is also a general education core transfer agreement that allows for the transfer of thirty-two (32) hours of general education courses to any public higher education institution in the State of West Virginia. Six baccalaureate institutions have implemented the Bachelors of Applied Science degree option that provides opportunities for those students with an Associate of Applied Science degree to transfer the total associate degree into an applied baccalaureate degree.

Individual community and technical colleges have entered into two-plus-two articulation agreements with baccalaureate institutions in several career-technical program areas. Senate Bill 653 enacted by the State Legislature encourages the development of transfer agreements for community and technical college students.

6. Consultation for Planning, Development, Implementation, and Evaluation of CTE Programs – Section 122(c)(5)

Secondary

For many years, the state has mandated that the 64 local educational agencies ensure that the public be afforded the opportunity for extensive participation in planning, developing, implementing, and evaluating career and technical education programs and activities. This mandate will continue. State statute

requires every school to establish a Local School Improvement Council which provides continuous advice and guidance to school personnel on planning and implementing improvements to the school's programs. Each eligible recipient is required to maintain an advisory council for its career and technical education programs, augmented by craft committees assigned to individual instructional programs. These groups have proven to be invaluable to the success of efforts to keep instruction current with prevailing demands of the workplace. They also provide assistance in an ongoing process of evaluation of curriculum, instructional equipment, and methodology. The membership of these groups includes representatives of the constituencies required by Section 122(c)(5) of the Perkins Act. Additionally, the state legislature has mandated that each school establish a Faculty Senate, empowering members of the professional staff to participate in all facets of the career and technical education programs and activities of their schools.

Postsecondary

Active involvement of parents, faculty, administrators, counselors, local organizations and labor in the planning, development, implementation and evaluations of such career and technical education programs (i) local program advisory committees consisting of shall occur as follows: administrators, counselors, local business parents, faculty, organizations shall meet a minimum of twice a year to assist in planning, developing, implementing and evaluating programs; (ii) local businesses will be utilized as work-based learning sites involving business and industry personnel in instructing and evaluating student attainment of skills; (iii) student follow-up will be utilized to collect feedback regarding program graduates; and (iv) local and regional needs assessments will be conducted with employers to ensure program content is current and employment opportunities warrant program continuance.

7. Strengthening of Program Components and Student Academic and Technical Skills – Section 122(c)(7)(A-C)

Secondary

The core academic subjects and proficiencies required of CTE students mirror the requirements of students in the professional track, given that the core skill sets for continuing education within the community and technical colleges and/or employment in high-skill, high-wage employment are essentially the same as that required for success in 4-year colleges. With the state's involvement in the National Partnership for 21st Century Skills, all students are expected to master the same set of rigorous core academic standards, taught in a more contextual format. Included in these standards are the 21st Century skill sets previously defined in the programs of study section of this plan.

Both state and local CTE administrators have been at the table as the 2008-09 state graduation requirements were developed and defined. As such, any West Virginia student enrolled in the "skilled" program of study must also complete a

pathway/concentration (minimum of four units) beyond the rigorous academic core for graduation. With the exception of limited pathways/concentrations in the Arts and Humanities, the majority of the students will be enrolled in CTE offerings designed to prepare for college and/or employment. The content standards and objectives for all CTE offerings, as recently revised, are of comparable rigor to the academic core subjects and include a focus on 21st Century skills and integrated academic content.

The focus on "all aspects of the industry" is encompassed in the CTE content standards and objectives (CSOs) and further defined in the context of the 21st Century workplace and global economy. Teaching the CTE content in a more integrated and project based format will greatly deepen student understanding of the content and expand it significantly with the use of technology, independent research and team focused application.

In reality, West Virginia CTE concentrators are subject to greater focused credit requirements and held to a higher level of accountability than their academic counterparts. This statement is based on the fact that they are the only students required to participate in end-of-course testing, WorkKeys© assessments, and industry recognized credentialing processes.

Postsecondary

At the postsecondary level, community and technical colleges are actively seeking improvements through curricula revisions and assessment activities. Entering freshmen students are tested on reading, writing and math skills and placed in English and math courses in accordance with their achievement level. Each of the certificate and associate degree programs offered through the community and technical colleges contains both an academic general education component as well as technical courses.

Integration of Academic and Career Technical Education

Community and technical colleges will develop applied activities within general studies courses and applied academic skills within technical courses as part of an effort to integrate academic and career technical education curricula. Tech Prep initiatives have and will continue to encourage additional development of applied academics, particularly within the science and math courses. Additionally, through Tech Prep and High Schools That Work partnerships, community and technical college faculty have worked closely with secondary education faculty in developing secondary curricula that connect with postsecondary curricula through a seamless course of study.

Technical Skill Attainment

State and national program accreditation/recognition has become focal points of program improvement within the community and technical college system. Through the use of local advisory committees, needs assessments and program accreditation/recognition guidelines, technical skills will continue to drive

certificate and associate degree programs offered through community and technical colleges in West Virginia. Critical to the curriculum reflecting the latest technical skills is continual professional development of faculty. Funds at both the state and local levels will be set aside to ensure faculty development opportunities directly related to technical skill development and the subsequent integration into the curriculum.

Academic Achievement

Community and technical college student academic achievement is initially assessed through a review of high school transcripts/GED transcripts and freshmen placement testing (ACT, SAT, ASSET, Accuplacer, etc.). Entering students are subject to Freshmen Assessment and Placement Standards (WV Council for Community and Technical College Education Series 21) which addresses minimum levels of achievement in mathematics, English composition and reading for entering required courses in those three areas. Students must satisfy course exit requirements before entering the next course level. Established prerequisites must be successfully completed before enrolling in courses with prerequisites.

All Aspects of Industry

The community and technical college system will provide students with a strong experience in and a comprehensive understanding of, the industry that the individual is preparing to enter. This includes technical and occupation-specific skills, principles of technology, labor and community issues, health and safety issues, environmental issues, financial issues and opportunities for advanced education/training. This preparation is enhanced within the various technical fields of study by providing opportunities for cooperative education, internship and clinical rotations for students to be exposed to real-work situations.

Same Standards for All Students

Students who participate in community and technical college career and technical education programs are taught to the same challenging academic proficiencies as are taught to all other students. Career and technical education students are integrated with students of other program areas when taking general studies courses that constitute the basic academic skills attainment. Therefore, they are expected to compete with all students under the same standards of achievement. Likewise English, reading and math placement tests and required minimum scores are the same for all students.

8. Technical Assistance to Eligible Recipients - Section 122(c)(15)

Secondary

A major strength of the West Virginia public school career and technical education system has always been the cooperative relationship between the state and local educational agencies. This relationship has been fostered through the state's commitment to on-site technical assistance, state sponsored professional development, curriculum development and dissemination, and communications.

The delivery of technical assistance under the Perkins Act will follow this tradition. The primary technical assistance to individual career and technical education programs and personnel will be provided through the curriculum staff of the Office of Career and Technical Instruction, Division of Technical and Adult Education, through site visits, professional development, assistance with program modernization efforts, curriculum modifications, and equipment procurement.

Direct technical assistance to career and technical administrators, principals, and central office staff at the local level will come primarily from the Office of the Assistant State Superintendent of Schools and the Executive Directors in the Division of Technical and Adult Education. This assistance will take the form of direct on-site visits; regular written, oral, and telecommunications; state, regional, and local professional development; assistance with program planning and evaluation; fiscal management; program management; teacher certification; and linkages with statewide business, industry, labor, postsecondary, and governmental agencies.

Postsecondary

Community and technical colleges that are eligible to receive funds will be provided technical assistance through the WV Council for Community and Technical College Education. Council staff will facilitate or provide technical assistance in the areas of: (i) proper expenditure of funds; (ii) career and technical education program development; (iii) programs of study development; (iv) assessment and review of career and technical programs on a regular basis; (v) effective use of advisory committees; (vi) assessing the needs of employers; (vii) providing professional development activities; (viii) increase the use of instructional technology in the delivery of programs; and (ix) institutional strategic planning.

Technical assistance will be provided (i) on an individual request basis through site visits; (ii) through workshops and seminars; (iii) during quarterly meetings of community and technical college presidents; (iv) as part of five-year program reviews; (v) through special project initiatives, and (vi) through the West Virginia Community College Association.

9. Relationship of CTE Programs to State and Regional Occupational Opportunities – Section 122(c)(16)

Secondary

Given the finite resources available to support career and technical education programs, it is important to maintain a strong correlation between occupational opportunities and the occupational programs offered in the state's public school districts. A wealth of labor market information is readily available to state and local CTE administrators through WorkForce West Virginia, a division of the state's Department of Commerce. Occupational data and projections are regularly updated and posted to the agency's web page. The data are occupation specific and provided both by region and on a statewide basis. All applications for new occupational programs must be fully supported by appropriate labor market data indicating sufficient demand to justify the Programs that fail to meet positive placement investment of resources. standards, and do not satisfactorily implement program improvement plans intended to meet or exceed these standards, lose eligibility for continued state and federal career and technical education funding.

Postsecondary

Career and technical education programs offered through the community and technical colleges relate to state and regional occupational opportunities in that programs are approved on the basis of employment opportunities available. Ways in which the community and technical college system will accomplish this include: (i) occupational needs projections from CCbenefits, a web-based planner which gives regional and state data and analyzes community and technical colleges needs to optimize their offerings; (ii) state and local level needs assessments will be conducted to determine business and industry needs; and (iii) other appropriately related resources will be reviewed. Labor market information is provided by Workforce West Virginia and targeted industry data is provided by the West Virginia Development Office, the state workforce development agency.

10&11. Joint Planning and Coordination of Programs with other Federal Education Programs and the Workforce Investment Act – Section 122(c)(17) and Section 122(c)(20)

Secondary and Postsecondary

Eligible recipients are required to submit annually a report of joint planning meetings held with representatives of other agencies operating in the area served by that eligible recipient. Local educational agencies prepare annual plans for students to be trained under Workforce West Virginia (Workforce Investment Act - WIA). Personnel employed to administer the WIA programs are located in the Division of Technical and Adult Education offices and participate in the development of the state plan.

The supervisor of activities conducted under the Adult Education Act reports to the administrator of adult career and technical education programs employed by the State Board and are included in planning activities conducted by the Board. Career and technical education operates under a joint policy with administrators of the Americans with Disabilities Act and the State Board employs personnel in the Division of Student Support Services and the Division of Technical and Adult Education to assure compliance with the Act and to efficiently plan and administer services under the Act. The State Board operates under a joint agreement with the West Virginia Division of Rehabilitation Services and routinely schedules planning meetings with administrators of career and technical education and rehabilitation services in order to assure that effective coordination of programs conducted by the two agencies may be achieved.

A professional staff member employed by the State Board participates in meetings held by the West Virginia Joint Apprenticeship and Training Advisory Council, during which time the plans and objectives of the Council and of career and technical education are shared.

Participation of top level career and technical education administrators on the state's Workforce Investment Council will assure coordination with and non-duplication of other like educational services in West Virginia. Career and technical education participation at the state and local level as a partner in one-stop-shop operations will also assure coordination and non-duplication of services.

A Memorandum of Understanding between the Workforce Investment Act and the Adult Education and Family Literacy Act will assure coordination and non-duplication of services for Adult Basic Education activities in West Virginia. The West Virginia Council for Community and Technical College Education provides for coordination and non-duplication of services between secondary and postsecondary Perkins activities in addition to coordination with Workforce WV.

The West Virginia Department of Education maintains Memorandums of Understanding and performance based contracts with the state's Division of Health and Human Resources for providing educational services under the Workforce Investment Act and the state's career and technical education programs.

Appropriate educational services for high school dropouts are provided by allowing 13th year students to be admitted to career and technical education programs as adult students on a space available basis. Additionally, coordination with Workforce Investment Act activities also assures Adult Basic Education activities will be provided free of charge and coordinated with services of the Workforce Investment Act, Workforce WV and the Perkins Act.

Career and technical education programs serve as a vital component of the state workforce development effort. One-stop-shop activities provide the doorway for West Virginians to access workforce development and Perkins funded activities and will be utilized to assure participation as a full partner in one-stop operations.

To assure the aforementioned participation, the state will provide the following partnership activities within section 121(c) of the Workforce Investment Act of 1998:

- a. Participate in the development, implementation, and oversight of the one-stop strategic workforce investment plan for the state;
- b. Participate in the process to design the local one-stop delivery system:
 - i. Identify physical one-stop locations;
 - ii. Identify how customers will access career and technical services through the one-stop delivery system;
- c. Participate in the process of designation and certification of one-stop operators;
- d. Development of Memorandum of Understanding between local boards and all required one-stop partners;
- e. Provide access to the required programs and activities delivered by the West Virginia Department of Education through the one-stop delivery system;
- f. Develop a Memorandum of Understanding with the local workforce investment board that includes the following:
 - i. The services to be provided through the one-stop delivery system;
 - ii. Methods for referral of individuals between the one-stop operator and local educational agencies (LEA) for appropriate services and activities;
 - iii. Such other provisions as the parties determine to be appropriate; and
 - iv. Provide self-service core services as defined in the Act at LEA locations;
- g. Shape the local service delivery structure to most effectively serve customers, as well as meet program goals;
- h. Maximize/leverage program resources; and
- i. Monitor individual program performance as required by the Perkins Act and the Workforce Investment Act.

B. Other Department Requirements

1. Copy of Local Applications or Plans for Secondary and Postsecondary Eligible Recipients.

This information is provided in Appendix II.

2. Governance Structure for Vocational and Technical Education and Approximate Number of Eligible Recipients at Both Secondary and Postsecondary Levels.

See Appendix III for the State's organizational structure.

There are 64 eligible recipients at the secondary level and ten eligible recipients at the postsecondary level.

3. Role of Postsecondary Career and Technical Education in the One-Stop Career Center Delivery System Established by Title I of WIA.

At the state-level, the Workforce Planning Council was created by executive order of the Governor. The general purpose of the Council is to coordinate the efforts of community and technical college career-technical education, secondary career-technical education, workforce development (state-level Workforce Investment Act Administration) and economic development.

The coordination of these efforts results in a planning effort that limits duplication and promotes more efficient use of funding. The major function of Workforce West Virginia, the state-level administrative arm of the Workforce Investment Act, is to provide labor market data that enables the two major providers of career-technical education, the Community and Technical College System of West Virginia (postsecondary), and the West Virginia State Department of Education (secondary), to more effectively plan career-technical program development.

At the local level, community and technical colleges participate in the delivery of services at the One-Stops, and also receive referral of clients for education and training. In addition, community and technical colleges have cooperative ventures with the One-Stops in providing career counseling and assessing academic preparation of clients utilizing the ACT WorkKeys System.

SECTION III

PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

1. Program Strategies for Special Populations – Section 122(c)(9)(A-C)

Secondary and Postsecondary

Career and technical education programs and activities have served students who are members of special populations for many years. Specific strategies for serving students will vary depending upon the exceptionality that pertains to the individual. Secondary students who are disabled will be afforded the services prescribed in their IEP. Remediation, curriculum modification, facility modification, instructional aids and devices, and support personnel will be provided to secondary and postsecondary students as the individual student's circumstances require. Appropriate guidance and counseling will be afforded to special populations who need additional support in order to succeed in career and technical education programs. Work-based learning experiences will be available to students without regard to their status as members of a special population. Disaggregated student achievement data collected annually through the state system of core indicators of performance will be used to determine the effectiveness of special populations' strategies.

Career and technical education programs are designed to optimize the student's opportunity to gain skills required for successful pursuit of a career and for advanced education and training, including high-skill, high-wage careers. This is the objective for all students, regardless of their own particular status as a member of a special population group. The state's standards for student achievement are the same for all students.

Transition programming for students with disabilities who plan to continue in postsecondary education is available. In recognition of the need to improve transition programming for students with disabilities whose goal is to enter the workforce directly after high school, the Division of Technical and Adult Education Services (DTAES) and the Office of Special Education Achievement (OSEA) formed a task force to address this issue. The task force solicited and evaluated model programs from other states and identified the following goals to improve success for high school students with disabilities who plan to enter the workforce immediately after high school:

- Assist at risk students with disabilities to complete high school graduation requirements and to graduate on time;
- Increase the number of students with disabilities earning a standard diploma;

 Prepare students with disabilities for meaningful employment and further education while assisting them with making connections to adult agencies for continued support.

The WV Council for Community and Technical College Education has adopted Series 21, Freshmen Assessment Standards and Placement. This policy establishes standards to be utilized by local community and technical colleges to identify those students that are academically disadvantaged and require mandatory placement into developmental education courses if deficiencies are identified. In addition, state level leadership funds will be utilized to purchase and make available to local community and technical colleges electronic tutoring services to provide tutoring to those academically disadvantaged career-technical students in need of special assistance in order to be successful in completing the program in which they are enrolled.

2. Alternative Education Programs – Section 122(c)(14)

The primary goal of alternative education in West Virginia is to assist the student in making a successful transition back into the regular school setting where career and technical education programs and services are provided. Experience has shown that most students are in the alternative setting for short periods of time which are not conducive to successful participation in career and technical education instruction.

3. Preparation for High-Skill, High-Wage, High-Demand Occupations Non-Traditional Fields – Section 122(c)(18)

All new programs proposed by eligible recipients must be supported by labor market data which demonstrate sufficient demand to justify the expenditure of resources in order to secure state approval. Program proposals which couple high demand with wages that promise self-sufficiency through high-skill employment receive the highest priority in the state approval review process.

From funds reserved to the state under Section 112(a)(2)(B), the state will use not less than \$60,000 and not more than \$150,000 for services that prepare individuals for non-traditional fields. The state will use appropriate labor market data to determine which occupations and fields of work meet the Perkins Act definition. This information will be shared with eligible recipients to enable them to include non-traditional training and employment programs and activities in their local plans for career and technical education.

The state will provide an annual conference for local administrators in order to assist them in the planning, implementation, and evaluation of appropriate programs and activities for non-traditional career and technical education students. Experience has indicated that enrollment of non-traditional students in career and technical education classes has been increasing due primarily to the outreach activities on the part of the eligible recipients.

Support services to encourage the completion of non-traditional programs will receive emphasis at the state and local level.

4. Services to Individuals in State Correctional Institutions – Section 122(c)(19)

Section 112(a)(2)(A) requires that an amount equal to not more than one percent of the amount allotted to the state under Section 111 for the fiscal year shall be available to serve individuals in state institutions, such as state correctional institutions and institutions that serve individuals with disabilities.

The state has determined that one percent of the state's allotment under Section 111 will be available for services to disabled students enrolled at the West Virginia Schools for the Deaf and the Blind and for individuals confined in the state's correctional institutions.

The state has designated one state corrections educational agency, the Office of Institutional Education Programs (OIEP), to administer career and technical education programs for juvenile and adult criminal offenders in correctional institutions in the state.

The OIEP will submit for approval a plan for the use of funds reserved by the state under Section 112(a)(2)(A) of the Act. In administering programs receiving federal funds under this section, OIEP will give special consideration to providing services to offenders who are completing their sentences and preparing for release; to providing grants for the establishment of career and technical education programs in correctional institutions that do not have such programs; to providing career and technical education programs to women who are incarcerated; to improving equipment available for instruction of individuals who are incarcerated; and, in cooperation with eligible recipients, to the administration and coordination of career and technical education services before and after their release.

The West Virginia Schools for the Deaf and the Blind will submit for approval a plan for the use of funds under Section 112(a)(2)(A). The criteria for the approval of local plans required by Section 122(c)(1)(F) shall apply to the plans submitted by West Virginia Schools for the Deaf and the Blind and by the Office of Institutional Education Programs.

5. Compliance with General Education Provisions Act – GEPA Section 427

All eligible recipients will be required to provide assurances in their application for funds distributed under Section 131 and 132 that equal opportunities in career and technical education will be provided to all persons without discrimination based upon gender, race, national origin, color, disability, age, or religious preference.

Furthermore, the application will include a description of steps the eligible recipients propose to take to ensure equitable access to and participation in, its

federally assisted program for students, teachers, and other program beneficiaries with special needs.

SECTION IV

ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

- Input from Eligible Recipients for Measurement Definitions for Core Indicators of Performance – Section 113(b)(1)(A)-(B), Section 113(b)(2)(A)-(C); and,
- 2. Input from Eligible Recipients in Establishing State Adjusted Levels of Performance for Core Indicators Section 122(c)(10)(A), Section 113(b)(3)(B)

Secondary

Section 113(b)(2)(D) of the Carl D. Perkins Career and Technical Education Act of 2006 authorizes states that have developed, prior to the enactment of the Act, state career and technical education performance measures that meet the requirements of section 113 (as amended by Perkins IV) to use such performance measures to measure the progress of career and technical education students. State administrators engaged in consultations with local career and technical education staff at statewide conferences in October 2006 and March 2007 to decide the appropriate course of action in light of the new legislation. Agreement was reached that the measures established under the previous Act should be retained to the extent permitted by the new legislation in order to facilitate continuity in program evaluation and instructional improvement efforts. These meetings included a full explanation of the requirement that the eligible agency and each eligible recipient must reach agreement on the eligible recipient's levels of performance for each of the core indicators of performance for the first two program years covered by the local plan, a significant change from the previous legislation.

Postsecondary

The West Virginia Community and Technical College System established measurement definitions and approaches for performance for each of the core indicators as required by the Act. The definitions and measurement approaches were developed with input from community and technical college faculty and administrators. The document was presented to and approved by the West Virginia Community and Technical College Advisory Committee. The intent is to continue to utilize the performance measures from the previous Act with revisions and additions.

The West Virginia Council for Community and Technical College Education will utilize the Community and Technical College Advisory Committee, comprised of presidents, and the Academic Affairs Advisory Committee, comprised of chief academic officers, to review and provide input in the development of any new or revised state level core indicators including technical skill attainment levels. These two groups are the chief

administrators and the Council's link to local eligible recipients. These two groups may solicit the input of programmatic faculty for inclusion of comments to Council staff. All input will be considered and then discussed with the two groups before a final determination of levels of performance are determined.

The two groups referenced above meet at least quarterly and may meet more often if needed.

3. Valid and Reliable Definitions and Approaches for Core Indicators of Performance – Section 113(b)(2)(A)-(B)

Secondary

Career and technical education participants in West Virginia secondary schools will be those secondary students who take at least one credit course in a career and technical education program area. Concentrators will be those secondary students who successfully complete the four required courses in an occupational career and technical education concentration as approved by the Division of Technical and Adult Education.

The state agrees to the pre-population of the measurement definitions on the Final Agreed upon Performance Levels (FAUPL) form for core indicators 1S1, 1S2, and 4S1. The measurement definitions and approaches for the remaining core indicators of performance are provided in the FAUPL which is incorporated in this document as Appendix IV.

Postsecondary

Assessments are constantly monitored by the WV Council for Community and Technical College Education and updated to ensure the assessments measures are current proficiencies demanded by the occupation or represent skill standards developed by organizations representing a particular industry or industry clusters.

The occupational license assessment is specific to the occupation as determined by a state or national licensure board that is comprised of individuals knowledgeable of the occupation and the skills one must have to be successful. The criterion-referenced assessments reflect the knowledge level required by industry and are administered on a state or national level that utilizes a consistent scoring and rating scale. End-of-program capstone assessments will be state developed in conjunction with industry.

4. Alignment with Other State and Federal Programs to Meet Accountability Requirements – Section 113(b)(2)(F)

Secondary

In the process of reviewing the state's secondary system of accountability for career and technical education, the state plan team consulted with representatives of other state offices responsible for the collection of various forms of performance data, both state and federal, in order to align the indicators to the greatest extent possible. The only clear alignment found to be feasible was that which was already mandated by the Act in Section 113(b)(2)(A)(i).

Postsecondary

Those data elements of the Workforce Investment Act and other programs will be reviewed for compatibility and where appropriate will be incorporated into the Perkins accountability elements.

5. Performance Levels for Core Indicators of Performance for First Two Years of State Plan – Section 113(b)(3)(A)(i)

Secondary

The state currently has six secondary occupational clusters: arts and humanities; engineering/technical; business/marketing; health services; human services; and, science and natural resources. Within these clusters there are 71 occupational concentrations designed to prepare students for entry into 21st century employment and/or continuing postsecondary education and training. Each concentration has four required courses based upon content standards and objectives (CSOs). Test item banks are available for each of these required courses.

Considering the amount of preparatory work the state has already accomplished in the area of technical skill assessment, a reasonable estimate of full implementation of core indicator 2S1 would be school year 2009-2010. Measurement definitions, measurement approaches, baselines, and proposed performance levels for each of the secondary core indicators of performance (except for 1S1, 1S2, and 4S1, which are pre-populated by the Office of Vocational and Adult Education) have been formulated for implementation of Perkins IV accountability in the submission of this multi-year state plan and are presented in Appendix IV.

Postsecondary

Measurement definitions, approaches, baselines and proposed performance levels for each postsecondary core have been formulated for implementation of Perkins IV accountability in the submission of this multi-year state plan and are presented in Appendix IV.

6. Agreement on Adjusted Levels of Performance – Section 113(b)(4)(A)(i)(II), Section 122(a)(10(B); and,

7. Revision to Adjusted Levels of Performance – Section 113(b)(4)(A)(vi)

Secondary

The core indicators of performance and the state adjusted levels of performance pertaining thereto are approved by the West Virginia Board of Education as part of the state plan for career and technical education for secondary public education in the state and, as such, become state education policy. Under state statute and policy, all eligible recipients are subject to state board policy without exception. Eligible recipients may not negotiate for levels of performance that differ from those established as state board policy.

Insofar as the aforementioned state statutory requirements eliminate the option of making exceptions referred to in Section 113(b)(4)(vi), the state will rely on the authority granted in the Perkins Act at Section 113(b)(3)(A)(vii) which addresses unanticipated circumstances that arise resulting in significant changes in factors affecting the state as a whole and the Secretary's authority to issue objective criteria and methods for making such revisions.

Postsecondary

During the process of determining state adjusted levels of performance, all local eligible recipients will be involved in the development of the adjusted levels. Each eligible recipient will provide input, and a consensus will be reached as to the levels for each indicator as a community and technical college system. The intent is to have consistent levels of performance across the state at the postsecondary level; therefore, there will be no negotiation of performance levels that are different from the state agreed upon levels.

Adjusted levels of performance for each core indicator will be the same for all eligible recipients. It is desirable for all eligible recipients to perform at a consistent level.

Data will be reviewed annually to determine if the adjusted levels of a particular indicator is consistently not being met by eligible recipients. That indicator will be reviewed for possible adjustments with the input of all eligible recipients.

8. Reporting Data Relating to Students Participating in Career and Technical Education Programs – Section 122(c)(13), Section 205

Secondary

In addressing the requirements of Section 113(c)(2) the state has the capacity to disaggregate data for each of the core indicators of performance and to identify and quantify gaps in performance between the categories of students for whom performance data is mandated. These data are made available through the West Virginia Education Information System (WVEIS), a uniform,

comprehensive, and standardized management information system (MIS) which is managed and supported by the West Virginia Department of Education (WVDE) and eight Regional Education Service Agencies (RESA). WVEIS provides the MIS services for all the state's schools and county boards of education. The project is a legislatively mandated system and is used by all county school systems to manage their daily operations. The project is primarily funded through a legislative appropriation.

The system is used for all school applications including enrollment of students, scheduling courses, taking attendance, recording grades, discipline records, keeping track of immunizations and other health related matters, recording special education, Medicaid, Limited English Proficient, migrant and Title I services provided to children, plus many more daily activities.

The system is used by the county school systems to provide all financial operations such as writing purchase orders and making payments for goods and services received, writing payroll checks twice a month for approximately 50,000 full- and part-time employees, maintaining records of deduction and leave accrual, keeping track of warehoused products, recording of fixed assets, and tracking work positions (human resources).

All schools and county boards of education are connected through a routed wide area privately addressed network to an IBM i-series model 825 server and to one of two Internet POPs. The application software programs for the WVEIS system are loaded on one computer and on a live back-up computer. The databases created in the course of doing daily work are also stored on the IBM server where they can be accessed through a variety of report generating programs. The programs are on-line, real-time, and interactive. WVEIS/RESA support staff is located at each of the eight RESA sites. These support people assist the schools and county system staffs in using the software and gaining training in the use of the system. Additional support and application development are available at the state level.

There are approximately 14,000 users of the WVEIS system statewide. These users include principals, vice principals, secretaries, clerks, counselors, school nurses, county financial staff, payroll staff, personnel staff, et al. Some teachers use the system for the input of student grades and attendance.

WVEIS is used by school and county school system employees who have job responsibilities in the area to which they are assigned and restricted in the software. Information on students is protected by the federal privacy laws (Family Educational Rights and Privacy Act – FERPA), which restricts access to the student education record by anyone. The system is closed to those outside the WVEIS/World School Network. Security of student information is a top priority of the WVEIS staff.

WVDE collects specific data for state and federal reporting. Most of the state and federal reporting requirements can be met using the data that are created

in the normal course of work in the school system. These data, in summarized form, are shared with other agencies. Student names are not shared and are not collected at the WVDE. Data are collected using a unique statewide identifier so that records can be matched for summary and longitudinal reporting.

Most of the required reports are collected electronically from the schools and county school systems through the WVEIS system. This process reduces paper work and eliminates redundant entry of data. Programs are written to pull specific data elements from the county school system active-working files to a separate area where the county can review and then "submit" the information to the WVDE. Some examples of the data collected include certified listing of employees, monthly financial reports, academic and career and technical course enrollments, school master schedules, reports of concentrators in career and technical education occupational concentrations, placement reports for career and technical education occupational concentrations, annual report of leave accrual, Medicaid requests for reimbursement, etc.

Postsecondary

The West Virginia Council for Community and Technical College Education, through the Higher Education Policy Commission, regularly collects unit-record data on students and personnel from all public higher education institutions in the state. Census data files on student enrollment are submitted in the fall, spring and summer semesters, and personnel data files are submitted in the fall and spring semesters. A financial aid data file is submitted annually, reflecting aid received in the fall, spring and summer semesters of an academic year.

The data files from each institution are electronically uploaded to the West Virginia Network for Educational Telecommuting (WVNET), where they are accessed by Council staff and merged to form a unified statewide public higher education database. Most required data elements required for this Act are available through WVNET.

9. Agreements With Consortia to Meet Levels of Performance for Each Performance Indicator – Section 204(e)(1)

Local consortia must submit a 20-star assessment (Appendix VII) with their competitive grant application (Appendix V). The assessment provides an annual report on the progress of each consortium. The assessment includes the Tech Prep performance indicators. Additionally, the State Tech Prep Director runs annual reports that focus on articulation use and student success rates at the postsecondary levels. The state report and local consortium's 20-star assessments are used to determine the recipients of the grant awards.

 Annual Evaluation of Career and Technical Education Programs – Section 122(c)(8)

Secondary

The annual evaluation of the effectiveness of career and technical education programs will be based upon the data that are collected under the requirements Section 113 of the Act, including the core indicators of performance and the adjusted levels of performance for each core indicator. A data profile for each school/center offering career and technical education concentrations will be created based upon accountability Concentrations that fail to reach the required performance levels will be required to prepare and implement a local improvement plan as mandated by Section 123(b). The only other federal program that has been successfully coordinated with this effort is Title I of the Elementary and Secondary Education Act as it pertains to core indicators 1S1, 1S2, and 4S1.

Postsecondary

The West Virginia Council for Community and Technical College Education will annually evaluate the career and technical education activities of each eligible recipient, including Tech Prep education activities, through the use of state adjusted levels of performance. If the Council determines the eligible recipient is not making substantial progress in achieving the state adjusted levels of performance, the Council shall conduct an assessment of the educational needs the eligible recipient shall address to overcome local performance deficiencies; enter into an improvement plan based on the results of the assessment, including a plan for instructional and other programmatic innovations of demonstrated effectiveness and, where necessary, develop strategies for appropriate staffing and professional development; and conduct regular evaluations of the progress being made toward reaching the state adjusted levels of performance. The Council will conduct these activities in consultation with faculty, administrators, and other appropriate individuals and organizations.

The Council ensures non-duplication with other existing federal programs through regular consultation through the Workforce Planning Council. This Council is a state-level group that meets regularly to ensure a coordinated approach to meeting the workforce needs of the State. Secondary careereducation, community technical and college Workforce Investment Act, baccalaureate-level education. economic development and the Governor's Secretary of Education and the Arts are represented on this group. The mission of this council is to ensure all providers of education and training, including those receiving federal funds, is not duplicating programs and courses are being used in the most efficient manner to meet the education and workforce needs of the State. In addition, eligible recipients must certify that their local plan takes into consideration man power programs conducted in their area under the Workforce Investment Act in order to assure a coordinated approach to meeting the training needs of the area.

B. Other Department Requirements

1. Definitions, Baseline Data, Performance Levels

This information is provided in the FAUPL forms in Appendix IV.

2. Technical Skill Assessment

Secondary

Currently, 100 percent of all career-technical program completers at the secondary level have completed a minimum of four end of course assessments which determine if the technical skill level of the particular program has been mastered by the student. This practice will continue under the new Act and will be evaluated to determine if this meets all provisions for technical skill assessment.

Postsecondary

Phase I: During the first phase of developing a technical skill assessment system, the Community and Technical College System of West Virginia will:

- (a) Utilize assessments currently administered that meet the expectations of Perkins IV. These include:
 - Licensure examinations required in order to enter a given profession. This includes a majority of the career technical allied health programs.
 - ii) External administered assessments that lead to an industry, national or state recognized credential or certification.
- (b) For those career-technical programs not having a valid licensure or external administered assessment, and if a capstone experience is required, the successful completion of a capstone course at the conclusion of the program will be utilized.
- (c) For those career-technical programs not having an external assessment or a capstone course experience, program completion meeting the established standards for awarding a certificate or degree will be utilized.

Phase II: To comply with the provisions of Perkins IV, the West Virginia Council for Community and Technical College Education will implement planning to move all career-technical programs to an external assessment process by 2013. The plan includes:

(1) Assessment: National/State Licensure Examination

Implementation Date:

7/1/08 - 6/30/09

Implementation Process:

Current national or state licensure examinations administered by a licensing board or other third party will be utilized to determine technical skill competencies. Currently, 26% of the career-technical program completers are required to complete a national or state licensure examination.

Validity:

The occupational license assessment is specific to the occupation as determined by a state or national licensure board that is comprised of individuals knowledgeable of the occupation and the skills one must have to be successful in the field. The assessment is constantly monitored and updated to ensure the assessment measures the current proficiencies demanded by the occupation.

Reliability:

Licensure examinations provide reliable documentation of the skill proficiency for a given occupation and are administered by a third party utilizing the same scoring guides, rating scale and process for administering the assessment.

Assessments to be utilized:

American Massage Therapy Association Exam American Physical Therapy Association Exam American Registry of Radiologic Technologists Exam Certified Legal Assistant Exam Certified Management Accountant Exam Certified Respiratory Therapist Exam

CISCO Certified Network Associate

Federal Aviation Administration Exam

Journeyman License

Medical Laboratory Technician Exam

Microsoft Certified Systems Administrator

Microsoft Certified Systems Engineer

National Board Dental Exam

National Council of Licensure Examination

National Healthcare Examination for Electrocardiography

Certification

National Registry – Nuclear Medicine Technologist National Registry of Emergency Medical Technicians

Registered Health Information Technician Exam Registered Respiratory Therapist Exam Surgical Technology Certification Exam

(2) Assessment: External Administered Assessments that Lead to an Industry, National or State Recognized Credential.

Implementation Date:

7/1/08 - 6/30/10

Implementation Process:

External administered assessments that lead to an industry, national or state credential will be utilized to measure technical skill proficiency for 16% of the career-technical completers. External assessments that are currently optional for students will become mandatory for program completers.

Validity:

These assessments are mainly criterion-referenced assessments that reflect the knowledge level required by industry to be successful in the occupation. The assessments represent skill standards developed by organizations representing a particular industry or industry clusters.

Reliability:

The same assessment is administered on a state or national level and utilizes a consistent scoring and rating scale.

Assessments to be Utilized:

A+, Network+, IC3

American Society of Mechanical Engineers Certification Exam

American Welding Society Certification Exam

Certified Internet Webmaster

Health Education Systems, Inc. Exit Exam

Kettering

Microsoft Office Specialist Certification

National Incident Management System Level 1 Exam

Office Proficiency Assessment & Certification Testing

Refrigeration Service Engineering Society Certification Exam

Registered Nurse Aid Exam

State Real Estate Exam

(3) Assessment: State-level assessments tied to industry standards and completion of a capstone course experience.

Implementation Date:

7/1/08 - 6/30/13

Implementation Process:

For all career-technical programs currently not having a valid external assessment, but using a capstone experience, the successful completion of the capstone experience will be utilized. Successful completion will be determined by the local institutions current standard for successfully completing a course.

Future planning for utilizing a capstone course experience will be developed in two phases:

- 1. Those career technical programs not having a valid external assessment will validate the capstone experience by tying the capstone course experience competencies to industry standards by administering a state developed end-of-course assessment. The end-of-course assessment will be developed with the input of industry, thus reflecting industry standards.
- 2. Initially, those career-technical programs not having a valid external assessment or a capstone course experience, will utilize program completion as technical program assessment. Course completion as an assessment will be phased out, and a capstone course experience with an end-of-course assessment as described will become the technical assessment for the program.

Validity:

The end-of-program capstone experiences and assessments will be developed in conjunction with industry to ensure that the course and assessment reflect industry standards. Each specific career-technical program end-of-course assessment will be state developed.

Reliability:

End-of-program capstone experiences and assessments will be state developed in conjunction with industry and will utilize the same rating scale and scoring guides for each career-technical program.

Assessment to be Utilized:

State developed end-of-program assessments and a capstone course experience developed in conjunction with industry.

Summary:

With the implementation of the above plan for administering technical program assessments, the Community and Technical College System of West Virginia will meet the established criteria of administering third party external assessments or state-level assessments reflecting industry standards. This process and implementation will be completed during the authorization of the Act.

SECTION V

TECH PREP PROGRAMS

A. Statutory Requirements

1. Formula Used to Award Grants to Tech-Prep Consortia – Section 203(a)(1)

Grant awards are made to consortia on a competitive basis. Title II funds are used in conjunction with state funds. The West Virginia Tech Prep Model identifies the key components of a comprehensive tech prep program through a twenty star assessment rubric (Appendix VII). These twenty components play a critical role in the offerings of a viable tech prep program. The Request for Proposals (RFP) (Appendix V) focuses on the consortium's effort and success in implementing the twenty key components. Grant awards for consortia are based on the following rating scale (Appendix VI): Findings from the twenty star assessment (30%); tech prep program narrative (15%); quality and effectiveness of the consortium (20% and is directly linked to the twenty star assessments); consortiums past performance (outcome data – 30%); and the proposed management plan (5%) for delivering a quality tech prep program.

2. Special Considerations to Applications - Section 204(d)(1)-(6)

West Virginia's competitive grant (Appendix V) format recognizes and has built into its rating system (Appendix VI) rewards for consortia who include the Special Considerations listed in section 204 (d) of the Act. Additionally, the skilled/tech prep pathway component is not limited to slot availability and is open to all students.

3. Equitable Distribution between Rural and Urban - Section 204(f)]

The Tech Prep Grant Review Committee, appointed by the West Virginia Council for Community and Technical College Education, is comprised of representatives from public education, higher education, business/industry, and labor. While the committee is attentive to the equitable distribution of available funds between urban and rural consortia, this factor is minimal due to the rural nature of West Virginia.

- 4. Components of the Tech Prep Program
 - a. Articulation Agreements Section 3(4)

West Virginia has incorporated the tenets of articulation into the EDGE (Earn a Degree-Graduate Early) initiative. All community and technical colleges have developed seamless pathways (through curriculum alignment activities with secondary education) for the skilled/tech prep pathways and where appropriate offer immediate free college credit to students who successfully

complete the articulated courses that have been identified in the career pathway. The EDGE initiative is conducted through the community and technical college's central office and is available statewide to all students participating in the various tech prep pathways.

b. Program of Study - Section 203(c)(2)(A)-(G)

West Virginia Senate Bill 300 established a secondary curriculum design that focuses on career clusters and pathways. There are six cluster areas and each cluster offers specific career pathways. Each pathway provides two levels of preparation – professional and skilled. The skilled level is the tech prep component and leads to multiple options for associate degrees and in some instances, apprenticeships. The program of study for the tech prep career pathway requires (in addition to the high school graduation requirements) four technical core courses that are directly related to the These courses were identified using the national career career pathway. pathway standards and through collaboration with postsecondary and local business/industry personnel. Each pathway, where available, offers an industry-recognized credential. All career pathways lead to apprenticeship, certificate and/or associate degree.

c. Secondary and Postsecondary Development - Section 203(c)(A)-(D)

West Virginia utilized a seamless curriculum process to develop the tech prep career pathways. Through a collaborative process which includes secondary, postsecondary, and business/industry representatives, the tech prep pathway identifies a continuum of competencies which provides transition from one education level to the other without unnecessary duplication. Student progression is based on the mastery of competencies to established standards. Tech prep career pathways offer students the opportunity to establish free college credit at the high school level and work-based experiences while pursuing technical skill proficiency in an associate degree. This process provides, in a systematic way, strong comprehensive links between secondary schools, postsecondary education institutions, and, where appropriate, apprenticeship programs.

d. In-Service Professional Development - Section 203(c)(4)(A)-(F)

Formal in-service professional development for teachers, faculty, and administrators is provided through both the funded tech prep consortia and statewide initiatives. The Council for Community and Technical College Education in collaboration with the West Virginia Department of Education provides:

i) Summer institutes offering multiple strands for professional development (counselors, secondary and postsecondary faculties, and administrators) which includes topics such as instructional strategies, curriculum design, work-based

learning, career development, revision of technical programs, and technology.

- ii) Teacher Internships teachers spend two weeks in a structured process looking at their subject matter through a business/industry work site lens. Both academic and technical teachers participate in the experience.
- iii) Opportunities exist for grant recipients to participate in state agency sponsored workshops, conferences and meetings.

e. Professional Development for Counselors - Section 203 (c)(5)(A)-(F)

Each funded tech prep consortia is required to develop some type of counselor training. West Virginia tech prep consortia have established a Counselor Cabinet/Council (secondary and postsecondary counselors) within each of the consortia to specifically look at Tech Prep issues, data, and challenges. The State Tech Prep Director in collaboration with the West Virginia Department of Education conducts annually, regional Counselor workshops that provide professional development to secondary and postsecondary, workforce and vocational rehabilitation counselors.

f. Equal Access - Section 203(c)(6)

All secondary schools have instituted a curriculum design which provides all students a cluster/pathway. Each cluster has a number of career pathways which include the tech prep pathway. All students have the opportunity to select their pathway of choice which includes a tech prep pathway which offers multiple options for associate degrees. The tech prep pathway is not limited to slot availability and is open to all students.

g. Provides Preparatory Services - Section 203 (c)(7)

West Virginia state law provides for a comprehensive career development system, grades k-12. It is designed to deliver four career development levels to all students: awareness, exploration, decision making, and preparation.

Extra time, extra help has been utilized in West Virginia schools to assist in providing equal opportunities for all students. The cluster/pathway format provides the foundation courses (four core courses in the pathway and four to six related pathway courses in the recommended electives) for students that will better prepare them for postsecondary programs and reduce the need for remediation.

h. Coordinates with Title I [Section 203(c)(8)]

The tech prep initiative in West Virginia implemented a college review math and English course for tech prep students. The course is designed

to address student deficiencies in these areas in an effort to eliminate the need for developmental studies at the postsecondary level.

5. Identifying State Performance Levels for Tech Prep Consortia Section 204(e)(1)

The State Tech Prep Director will meet with each funded Tech Prep Consortium to determine the minimum level of performance levels for the tech prep performance indicators set forth in the Carl D. Perkins Career and Technical Education Act of 2006. Tech Prep Consortia will be required to report annually to the State Tech Prep Director the performance levels set forth in the Act. Tech Prep Consortia not meeting the agreed upon performance levels will be subject to state sanctions.

B. Other Requirements

The local Request for Proposals (RFP) and the technical review criteria used in the determination of grant awards is located in Appendix V and VI.

SECTION VI

FINANCIAL REQUIREMENTS

A. Statutory Requirements

1. Allotment of Funds – Section 122(c)(6)(A); Section 202(c)

Funds provided to the state under Section 111 of the Act in support of career and technical education will be allocated to the State Board of Education and the West Virginia Council for Community and Technical College Education in an amount in direct proportion as the respective career and technical enrollments of each program is to the total career and technical enrollment of the state.

2. Distribution of Funds – Section 131(g); Section 202(c)

Funds allocated to the State Board of Education for secondary and adult career and technical education programs will be distributed to local educational agencies as follows:

- a. Thirty (30) percent shall be allocated to local educational agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by the local educational agency for the preceding fiscal year compared to the total number of such individuals who reside in the school districts served by all local educational agencies in the state for such preceding fiscal year.
- b. Seventy (70) percent shall be allocated to local educational agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by the local educational agency from families with incomes below the poverty line applicable to a family of the size involved for the fiscal year for which the determination is made compared to the number of such individuals who reside in the school districts served by all the local educational agencies in the state for such preceding fiscal year.

The formula allocations to local educational agencies for fiscal year 2008 are provided in Appendix IX.

3. Distribution of Funds – Section 122(c)(6)(A); Section 202(c)

Funds will be allocated to the West Virginia Council for Community and Technical College Education for postsecondary programs. The Council shall distribute funds to eligible institutions which qualify for at least the minimum allocation. The distribution of funds to higher education institutions will be based on the following formula, utilizing the number of Pell grant recipients in approved career and technical programs at each eligible institution:

Step 1: # of Pell grant recipients (institutional approved programs)

of Pell grant recipients (state)

= A (institutional percentage of Pell grant total)

Step 2: Total career and technical funds for distribution X A

= Allocation for institution

There are no enrollees receiving assistance from the Bureau of Indian Affairs in eligible institutions within the State.

The estimated formula allocations to higher education institutions for fiscal year 2008 are provided in Appendix IX.

4. Allotment of Funds to Consortia – Section 122(c)(6)(B); Section 202(c)

The state has not funded, and does not plan to fund, consortia formed among secondary schools and eligible institutions as referenced in the Act.

5. Allotment of Funds to Consortia – Section 122(c)(6)(B); Section 202(c)

The state has not funded, and does not plan to fund, consortia formed among postsecondary institutions as referenced in the Act.

6. Adjustment of Data – Section 131(a)(3)

West Virginia school district boundaries do not change.

7. Alternative Allocation Formula – Section 131(b); Section 132(b)

West Virginia does not propose an alternative allocation formula. The State follows the statutory formula as prescribed in the Act at both the secondary and postsecondary level.

B. Other Department Requirements

Detailed Project Budget

A detailed project budget is provided in Appendix X.

2. Allocations to Consortia – Section 112(a)(c)

The state has not funded, and does not plan to fund, consortia formed among postsecondary institutions as referenced in the Act.

3. Within State Allocation – Section 112(a)

From the amount allotted to the state under Section 111, the state will distribute not less than 85 percent to eligible institutions and eligible recipients, not more than 10 percent to carry out State leadership activities, and not more than 5 percent for administration of the State plan.

The secondary distribution of funds will be based upon Section 131(a). An alternative formula will not be requested.

The postsecondary distribution of funds will be based upon Section 132(a). An alternative formula will not be requested.

4. Formula to Award Reserve Funds – Section 112(c)

Non-applicable - No reserve funds

5. Determination of Eligible Recipients – Section 112(c)

Non-applicable – No reserve funds

6. Grants to Eligible Recipients – Section 131(c)(2); 132(a)(4)

West Virginia is a rural, non-agricultural state. Most of the state is rural and, except for the immediate environs of such cities as Huntington, Charleston, Wheeling, Parkersburg, Morgantown and Martinsburg, is sparsely populated. Virtually all eligible recipients will satisfy the requirement of Section 131(c)(2).

SECTION VII

EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

EDGAR Certifications are included in Appendix XI.

B. Other Assurances

Other Assurances are included in Appendix XII.

SECTION VIII

State Career and Technical Education Funds

A. Secondary Block Grant Formula

Formula funds for secondary occupational, foundational, administration, and placement will be allocated by a block grant based upon the number of contact hours generated as a result of student participation in career and technical education (CTE) programs. In order to be considered an approved CTE program eligible for reimbursement through the secondary block grant allocation, each full-time instructor must maintain an average enrollment of 15 students per period.

In an approved secondary CTE program, adults may constitute up to 40 percent of the required minimum of 450 contact hours per week.

Occupational CTE concentrations must maintain a minimum of 90 percent positive placement. Positive placement includes completers who are employed, in the military, or continuing their education. A completer is a student who has earned the four required units of credit in a concentration.

Concentrations not meeting minimum enrollment or positive placement standards will require reassessment. After a concentration has failed to meet minimum standards for three consecutive semesters, the concentration will not be eligible for allocations of state or federal CTE funds.

In order for a local educational agency (LEA) to be eligible for funds allocated under the block grant formula, sufficient staff must be assigned for the purposes of planning, supervision, administration, and evaluation of CTE programs. Local educational agencies offering five or more occupational CTE programs must designate a professional employee to act as CTE director. This individual will be assigned to administer all CTE programs within that agency and will also be responsible for ensuring the accuracy of all CTE data.

Responsibility for CTE administration may not be assigned to another LEA, such as a multi-county center, except under a contract mutually acceptable by both agencies, which allows additional payment for extended employment of the person designated as CTE administrator.

Each person designated as CTE administrator must meet the certification requirements for the CTE administrator's certificate, or be eligible for a CTE administrator's permit, as specified by the West Virginia State Board of Education.

All persons serving as a CTE administrator with responsibilities encompassing the entire LEA must be assigned to work a minimum of 50 percent time in career and technical education unless prior approval for a lesser amount of time is granted by the State Superintendent of Schools or his or her designee. Requests for a waiver of the 50 percent time requirement should include a description of the local conditions that would allow adequate administration by a person working less than half time for that purpose.

Failure of a local educational agency to provide adequate CTE supervision and administration will forfeit from the block grant formula an amount equal to half the average annual salary of a West Virginia CTE director, or half the total amount of the block grant allocation, whichever is less.

1. Calculation of Formula Allocations

LEA contact hours for secondary in-school youth divided by the state total contact hours for secondary in-school youth equals the decimal share for the LEA. The LEA decimal share multiplied by the funds available equals the LEA allocation.

2. Uses of Funds

Funds provided through the secondary block grant formula for secondary CTE programs, administration and supervision, and/or placement may be used by local educational agencies to pay the additional costs for operating and maintaining ongoing programs. Additional costs include extended employment for instructors and administrators; fixed costs; supplies; instructional materials; and equipment, including office equipment and other costs associated with administration, supervision, and placement services necessary to support and conduct career and technical education programs.

3. Application Procedures

Completion of LEA Form 8 and LEA Form 10. New program requests require completion of LEA Forms 4, 5, 6, and 7. All new and continuing secondary occupational programs must demonstrate the use of an active program advisory council.

4. Restrictions

Funds are to supplement, but not supplant, local expenditures for career and technical education and may be carried over to the next fiscal year without penalty. Allocations will be advanced quarterly.

B. Travel

1. Uses of Funds

Funds allocated by the Division of Technical and Adult Education to LEAs may be used only for expenses incurred by CTE personnel in carrying out duties relevant to career and technical education. Such use includes activities relating to out-of-class instruction (e.g., agriculture education supervision), professional development, career and technical student organizations (CTSOs), and coordination of programs which utilize non-school training sites.

2. Application Procedures

Completion of LEA Form 8 and LEA Form 10, listing individuals in the LEA annual plan eligible for inclusion in the travel allocation formula.

3. Funding Policy

Allocations for travel shall be based on a formula which gives numerical weights for four criteria: (1) number of full-time equivalent (FTE) CTE teachers, administrators, supervisors, coordinators, and counselors; (2) number of students who are members of career and technical student organizations; (3) distance and difficulty of travel from an LEA to areas where a majority of CTE meetings are held; and (4) number of full-time equivalent (FTE) instructors employed in cooperative technical education programs, health occupations, or in agriculture education programs that require supervisory visits to students during nonschool hours. Allocations for travel will be advanced to LEAs on a quarterly basis. To be eligible for entitlements of travel funds, the LEA annual plan must contain a listing of individuals eligible for inclusion in the travel allocation formula.

4. Restrictions

Funds must be expended for CTE personnel rather than for expenses for students. Funds are to supplement, but not supplant, local expenditures for career and technical education. Funds may be carried over from one fiscal year to the next without penalty.

C. Incentive Programs

1. Uses of Funds

Funds may be used to redirect existing programs or to initiate new programs. Costs allowed to be paid include instructional salaries, fixed costs, instructional materials and supplies, travel, and justifiable equipment.

2. Application Procedures

Completion of LEA Form 7, Application for Approval of Incentive or Other Special Project, and LEA Forms 4, 5, and 6, as needed. The application must be accompanied by a description of the project that includes what is to be accomplished, the reason the program is needed, and the expected benefits.

3. Funding Policy

After the first year, funding will be provided through the career and technical education formula.

4. Restrictions

Career and technical education instructional personnel must meet the certification requirements of the State Board of Education. All funds must be expended in accordance with approved budgets. Funds are to supplement, but not supplant, local expenditures for career and technical education. In most instances, funds may not be carried over from one fiscal year to the next.

D. Career-Technical Student Activities

The State Board of Education endorses the following career and technical student organizations when they are an integral part of the career and technical education curriculum:

DECA (Distributive Education Clubs of America), FBLA (Future Business Leaders of America), FFA (Future Farmers of America), FCCLA (Family Career and Community Leaders of America), TSA (Technology Student Association), Skills USA, and HOSA (Health Occupations Students of America).

1. Uses of Funds

Funds may be used for those student organization activities that are an integral part of the career and technical education instruction offered and supervised by CTE personnel. The activities must be directly related to preparing individuals for paid or unpaid employment in a career and include field or lab work incidental to technical education training, development and acquisition of instructional materials, supplies, and equipment for instructional services. The State Board of Education will pay all or a portion of the expenses for student transportation and the expenses of advisors to national and state educational activities based on the availability of funds.

2. Application Procedures

State career and technical student organization advisors have the responsibility to obtain prior approval of all activities related to these educational activities.

3. Funding Policy

It will be necessary for each state advisor to give evidence that activities that are being funded are instructional in nature and are an integral part of the instruction required to prepare individuals for postsecondary education and training and for employment. Full funding of this activity is contingent upon availability of funds. The State Board of Education will subsidize, to the extent possible, the following activities:

a. Expenses for Student Transportation

- ◆ The most economical transportation for the education delegation of students to national or state educational activities;
- The official national delegation of students shall be comprised of state officers, contest or skill winners, national award winners, candidates for national office, and voting delegates; and
- ◆ The cost of food and lodging for students should be paid by the student organizations or by the individual students.

b. Expenses for Advisors

- The expenses of official advisors accompanying students to national meetings, providing those advisors are willing to accept responsibilities assigned by the state student organization advisor;
- ◆ Travel reimbursement will be paid from the advisor's headquarters to the national meeting and return when these meetings can be shown to be primarily instructional in nature;
- One advisor to seven students is the allowable ratio;
- All reimbursed travel expenses are subject to the approval of the state advisor and the Assistant State Superintendent of Schools, Division of Technical and Adult Education;
- ◆ Advisors are to travel together when possible; and
- When regional contests are required for national meeting participation, the regional expenses for this educational activity will be paid in full or part, based on the availability of funds.

4. Restrictions

The following items are not eligible for funding:

- Any item which is not related to instruction leading toward preparation of individuals for paid or unpaid employment and/or postsecondary education and training;
- ◆ Lodging, food conveying, or furnishing transportation to meetings which are not instructional in nature;
- ◆ Purchase of supplies, jackets, and other effects for student personal ownership;
- Cost of non-instructional activities, such as athletic, social, or recreational events;
- Printing and dissemination of non-instructional newsletters (newsletters which are primarily of instructional nature may be funded);
- Purchase of awards for recognition of students, advisors, and other individuals; or
- Payment of membership dues.

Funds are to supplement, but not supplant, local expenditures for career and technical education. Funds may not be carried over from one fiscal year to the next.

E. Adult Block Grant (Full- and Part-Time Programs)

1. Uses of Funds

Funds allocated to local educational agencies may be used for payment of salaries plus 12 percent for fixed costs for full-time instructional personnel and up to \$12 per hour for salaries of part-time instructional personnel. These personnel must be involved in the delivery of occupational instruction to prepare students for entering or reentering the labor force or upgrading skills for advancement. Funds to cover full-time fixed costs above 12 percent and part-time costs above \$12 per hour must come from tuition, business/industry, or other local sources.

Adult block grant funds may be used for coordination, supervision, and general administration of full- or part-time programs, including the responsibilities associated with the management of finances of these programs and student financial aid.

Tuition monies collected must be used for classes, coordination, supervision, and general administration of full- and part-time programs, including responsibilities associated with the management of finances of these programs and student financial aid.

As required by §18-5-19b of the School Laws of West Virginia, any funds accruing from such tuitions shall be credited to adult education in the current expense fund of the county board of education.

To allow more funds for part-time instruction, it may be advisable to eliminate existing full-time programs that have low enrollment or low placement rates and to utilize these funds for part-time instruction.

2. Application Procedures

Requests for new adult preparatory programs are submitted on LEA Forms 4, 5, 6, and 7. Requests for continuing adult preparatory programs should be submitted on LEA Form 9 of the LEA plan. Classes funded under the adult block grant must be structured and operated in such a manner as to allow open entry enrollment based on student experience and open exist based on student progress. All new and continuing adult preparatory programs must demonstrate the use of an active program advisory council.

3. Funding Policy

The State Board of Education will allocate funds as available in the following manner: Funds not expended in the program year for which they were allocated may be carried over, as permissible, and subtracted from the subsequent year's allocation. Tuition should be charged in all programs to cover the costs beyond the state allocation. Funds will be advanced quarterly.

4. Reporting

Student enrollment, terminations, and placement for classes supported by adult block grants will be reported as required by current policies for the West Virginia Education Information System (WVEIS). All classes operated under the adult block grant must be occupationally oriented or occupationally related.

5. Minimum Enrollments

For full-time adult programs, a minimum enrollment of 15 students per class or period must be maintained for continued funding. All adults who enter CTE centers must be assessed. Persons enrolled in career and technical education, not possessing a high school diploma or a GED, should be referred to Adult Basic Education and must successfully complete the General Educational Development test before the technical center may confer a certificate. Where class sizes are prescribed by state law or regulation, the minimum enrollment policy is waived. Where space permits, secondary students may be enrolled in adult classes, but may not exceed 40 percent of class enrollment.

6. Placement

A positive placement rate of at least 90 percent must be maintained on a continuing basis for full-time adult preparatory programs. Positive placement includes completers who secure a job, continue their education, or join the military.

For full-time adult programs, a completer is an individual who has completed the requirements for the adult preparatory certificate.

7. Restrictions

Funds must be used to supplement rather than supplant funds currently available for this purpose. Adult program grant funds allocated by the state or federal government and revenues from tuition must be accounted for and expended in accordance with West Virginia code §18-5-19b. Funds may not be used for hobby or leisure time classes.

8. Further Requirements

- a. The intake process for adults should include full disclosure of exact course title, number of instructional hours to be provided, main learning goals and objectives, national certification to be earned with disclosure of any waiting periods or work requirements to sit for the exam, and articulation available;
- New adult CTE classes of 400 hours or more must be submitted to the Division of Technical and Adult Education Services for approval, regardless of funding source; and,

c. New one-year certificate career-technical programs must be approved by the Division of Technical and Adult Education Services and the West Virginia Council for Community and Technical College Education.

F. Public Service

Each public service coordinator will submit, for the following year, separate budget requests for classes and coordination on DTAES Form PS-1. Requests for classes and coordination must be submitted on separate forms.

Funds for public service classes and coordination will be sent to the Regional Education Service Areas (RESA) quarterly. Public service coordinators will enter each class in WVEIS at the time of enrollment.

At the end of the fiscal year (June 30), each RESA public service coordinator will submit separate affidavits for classes and coordination on DTAES Form PS-2 by September 1.

Tuition will be charged to those persons enrolled in classes who are not engaged in public service occupations by a recognized volunteer organization or municipality. This tuition will be used to support the operation of public service classes and will be recorded on the DTAES Form PS-2 affidavit.

G. Contracted Instruction

1. Uses of Funds

The State Board of Education, through local educational agencies, may enter into a contract with private career-technical education institutions to provide technical education on a class basis when such services can be provided at a lower cost, or where such institutions can provide equipment or services not available in public institutions. The need for the instructional services shall be realistic and determined by an objective study.

2. Application Procedures

The local educational agency will submit a proposal to the State Board of Education which indicates: (1) their desire to enter into a contract with a private school, (2) that no local facilities are available, (3) that there is a need for trained workers in the occupational area for which training is being contracted, and (4) costs are in line with comparable programs. A sample contract is available from the Division of Technical and Adult Education. In addition, the contract will be submitted with a budget, LEA Form 7, Application for Approval of Incentive or Other Special Project. The contract should provide assurances that students enrolled in such programs have adequate protection.

3. Funding Policy

The local share of secondary contracted instruction shall be the statewide average for ocal support to career and technical education programs. The percentage of local participation required will be 30 percent. Funds will be advanced quarterly.

4. Restrictions

The approved contracts shall be reviewed at least annually by the parties concerned and a copy submitted to the Division of Technical and Adult Education. The approved contract shall be in accordance with state and local laws.

H. Equipment Replacement

1. Uses of Funds

Funds may be used for replacement of worn-out or obsolete equipment or for major repair of equipment for ongoing programs. Replacement of safety equipment is allowed. Equipment for replacement purposes is defined as items having a useful life of more than one year. In replacing equipment, consideration shall be given to evaluation results.

2. Application Procedures

Submit LEA Form 6 "Equipment List" to the Executive Director, Office of Planning, Evaluation, Special Programs, and Support Services.

3. Funding Policy

The Division will advance funds quarterly. Funds may be carried over to the next fiscal year without penalty. All allocations depend on the availability of state funds.

4. Restrictions

No equipment funds may be used for consumable supplies. Disposition of equipment must be done in accordance with federal regulations (EDGAR 34 CFR Part 80 Paragraph 80.32). Local purchasing procedures shall be followed when purchasing, leasing, or renting equipment. Funds are to supplement, but not supplant, local expenditures for career and technical education.

I. Multi-County Administrative Costs

1. Uses of Funds

The fiscal agent county in a multi-county configuration is eligible to receive from state career and technical education funds an allowance for administrative costs.

2. Application Procedures

Completion of LEA Form 10.

3. Funding Policy

The amount for administrative costs shall be equal to the county's current restricted indirect cost rate times the amount of revenue received toward operation of the center from the state foundation program and other state career and technical education funds, depending on the availability of funds.

4. Restrictions

These funds may only be used for costs incurred as a result of serving as fiscal agent for the multi-county center.

APPENDICES

APPENDIX I

Public Hearings

PUBLIC HEARING NOTICE

The West Virginia Department of Education and the Council for Community and Technical College Education have scheduled public hearings for the purpose of receiving public comments and recommendations regarding the state plan for career and technical education in the public schools and community and technical colleges of West Virginia.

Thursday, March 13, 2008 – Clarksburg 6:00 p.m.
United Technical Center

Tuesday, March 18, 2008 – Charleston 6:00 p.m. Embassy Suites

For further information, call the Council for Community and Technical College Education: 304-558-0265 or the West Virginia Department of Education: 304-558-2348.

MEDIA OUTLETS for Public Hearings

- 1. WV Department of Education website
- 2. WV Council for Community and Technical College Education website
- 3. E-mail Community and Technical College Advisory Committee
 - a. President, Eastern WV CTC
 - b. President, Blue Ridge CTC
 - c. President, CTC at WVU Tech
 - d. President, Marshall CTC
 - e. President, New River CTC
 - f. President, Pierpont CTC
 - g. President, Southern WV CTC
 - h. President, WV Northern CC
 - i. Interim President, WV State CTC
 - j. President, WVU at Parkersburg

4. Statewide Newspapers

- a. Beckley Register Herald, 801 North Kanawha Street, Beckley, WV 25801
- b. Charleston Newspapers, 1001 Virginia Street, E., Charleston, WV 25301
- c. Clarksburg Publishing, PO Box 2000, Clarksburg, WV 26301
- d. Martinsburg Journal, PO Box 807, Martinsburg, WV 25401
- e. Parkersburg News, Sentinel, 519 Julianna Street, Parkersburg, WV 26101

PUBLIC HEARING MARCH 13, 2008 United Technical Center - Clarksburg, WV

ATTENDANCE

Name	Representing
Chuck Reider	BOARD CANDIDATE
Greshi Jough	MTEC-Mon County
Janie Bagk	
Canny Skingleton	U.T.C.
James R Coak	UTC
Craig Rabatin	Public
Paula Altman	UTC
Wayne Keplinger	UTC

PUBLIC HEARING MARCH 13, 2008 United Technical Center - Clarksburg, WV

ATTENDANCE

Name	Representing
Robin Strader	OTEP
Stacy Ward	Business Education, Taylor County
Luda L'Oroni	North Central WV Fech Frep
Cendy Lazzenie	Harrison County Schools
God Fazini	N. C. U.F.C.
HON WATSON	HARRISON COUNTY COMMISSION
DERNIE FAZZINI	HARRISON County Commission
Fronk Angotts	1000
Dewayne Policia	Adult Technica Training
Rich MEarmick	
Les Edinger	PC+TC Preston C+T

PUBLIC HEARING MARCH 18, 2008 Embassy Suites - Charleston, WV

ATTENDANCE

Name)	Representing
Laren Newhouse	Putnam Career & Technical CAR. Culhan-Gilmor Career Center
John D. Bent	Calhan-Gilmor Career Center
Bill Loope	New Noon CTL

PUBLIC HEARING MARCH 13, 2008 United Technical Center - Clarksburg, WV

QUESTIONS/COMMENTS

Name Las Edingen	Telephone 304-0400 Ext. 53
Address	E-mail
100 Grandview St.	ledinger Daccess, K/2, W.
Knyword, WN 26539	
Please provide below your questions or comments Technical Education Act of 2006.	regarding the Carl D. Perkins Career &
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PUBLIC HEARING MARCH 13, 2008 United Technical Center - Clarksburg, WV

QUESTIONS/COMMENTS

Name Lezlie Lough Address Mon Co. Yech Ed Cen	Telephone 291-9340 E-mail 110ugh @acress, K13.uv.us
Please provide below your questions or c Technical Education Act of 2006.	comments regarding the Carl D. Perkins Career &
Why are CTE st to take 4 years of Alg I?	math starting with

PUBLIC HEARING MARCH 13, 2008 United Technical Center - Clarksburg, WV

QUESTIONS/COMMENTS

Name

Telephone

324-7588

Address	E-mail
UTC- Rt.3 Bx 43C	COACH PRA Q GAHOO. COM
UTC- Rt.3, Bry 43C ClarksBurg, WV 26301	
Please provide below your questions or comments re Technical Education Act of 2006.	egarding the Carl D. Perkins Career &
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2) Parent Concepts of what	tis needed for
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Good John needs and College educations January	

PUBLIC HEARING MARCH 13, 2008 United Technical Center - Clarksburg, WV

QUESTIONS/COMMENTS

Name	Telephone
BERNIE FAZZINI	(304)624-8500
Address	E-mail
1610 ADAMS Ave	BFAZZINI (a) HARRISON COUNTY WU, Co
Clarksburg WU	_
J	
Please provide below your questions or comm Technical Education Act of 2006.	nents regarding the Carl D. Perkins Career &
Comment:	
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ANY Student who Do IN English At the END of BE ASSIGNED A GUIDANCE IN CAREER Technical E	DUCATION
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PUBLIC HEARING MARCH 18, 2008 Embassy Suites - Charleston, WV

QUESTIONS/COMMENTS

Telephone

	relepriorie
John D. Bennett	304-462-5248
Address	E-mail
510 Walnut STREET	aboneta acress, KIZ, W, US
Glenville WU 26351	
Please provide below your questions or comme Technical Education Act of 2006.	
Currer and Technical Education S	held accountable
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V	
We seed Closer alignment	with Secondary CTE Course
and Community and Technical	Colleges.

PUBLIC HEARING MARCH 18, 2008 Embassy Suites - Charleston, WV

QUESTIONS/COMMENTS

	Name	Telephone (304)586-3494 ext. 225	
	Jaren Nawrouse	(314)586-3414 CM, 220	
_	Address 40	E-mail	
	Kutnam Career & Technical Center	Knewhous@povess. KIZ.WV.VS	
	101 Rose velt Blvd. Eleanor, WV 25070	176000 enrales	
	Please provide below your questions or comments rechnical Education Act of 2006.	regarding the Carl D. Perkins Career &	
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PUBLIC HEARINGS SUMMARY OF COMMENTS AND RESPONSES

Seven individuals submitted written comments at the public hearings on the state plan for career and technical education. The main concern on the minds of those in attendance was the issue of increased graduation requirements and the potential impact those requirements may have upon future enrollments in career and technical education courses. A closely related issue was the time spent in remediation of academic skills for students enrolled in career and technical education programs of study. One attendee also recommended closer alignment of secondary and postsecondary CTE programming.

The State Department of Education closely monitors enrollment of students in career and technical education. State Board of Education policy revisions have been made in order to ameliorate the situation described in the comments regarding graduation requirements.

Remediation of academic skills is a necessary component of all career and technical education programs. Not all students enter CTE courses with the prerequisite academic skills and must be given appropriate instruction to enable them to succeed.

The state plan describes in detail the work that is being done to align secondary and postsecondary programs of study.

APPENDIX II

Local Planning Guides

Local
Educational
Agency

PROGRAM PLANING GUIDE

2008 - 2009

West Virginia Department of Education Division of Technical and Adult Education Services

Approved by OMB 0346-00-46

DISCLOSURE OF LOBBYING ACTIVITIES
Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: a. Contract [B] b. Grant c. Cooperative Agreement d. Loan e. Loan Guarantee f. Loan Insurance	Status of Federal Action:		3. Report Type: a. Initial Filing [A] b. Material Change For Material Change Only: Year Quarter Date of Last Report		
4. Name and Address of Reporting	Entity:		tity in No. 4 is Subawardee, Enter		
() Prime (X) Subawardee Tier <u>2nd</u> , if known:		WV Council for Community and Technical College Education 1018 Kanawha Boulevard, East Charleston, West Virginia 25301			
Congressional District, if known:		Congressional District	, if known:		
6. Federal Department/Agency: US Department of Education Office of Vocational & Adult Education		Vocational Educ Basic Grant to S			
8. Federal Action Number, <i>if known:</i> N/A		9. Award Amoun	9. Award Amount, <i>if known:</i>		
10. a. Name & Address of Lobbying Entity (if individual, last name, first name, MI):		b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): N/A			
(Attach Continuation Sheet(s) SF-LLL-A if necessary)		(Attach Continuation Sheet(s) SF-LLL-A if necessary)			
11. Amount of Payment <i>(check all that apply):</i> \$ N/A () actual () planned		13. Type of Payment (check all that apply): () a. Retainer () b. One-Time Fee () c. Commission () d. Contingent Fee () e. Deferred () f. Other; Specify: N/A			
12. Form of Payment (check all that apply): () cash () in-kind; specify: natureN/A value					
14. Brief Description of Services Peofficer(s), employee(s), or men					
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15. Continuation Sheet(s) SF-LLL-	uation Sheet(s) SF-LLL	· · · · · · · · · · · · · · · · · · ·			
	<u> </u>) Yes () No			
16. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not		Signature: Print Name:			
		Title:			
less than \$10,000 and not more than \$100,0 failure.	000 for each such	Telephone No.:	Date:		
Federal Use Only:			Authorized for Local Reproduction		

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Use the SF-LLL-A Continuation Sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

- 1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
- 2. Identify the status of the covered Federal action.
- 3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
- 4. Enter the full name, address, city, state, and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee; e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
- 5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, state and zip code of the prime Federal recipient. Include Congressional District, if known.
- 6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
- 7. Enter the Federal program name or description for the covered Federal action (item1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
- 8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes; e.g., ARFP-DE-90-001.@
- 9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
- 10. (a) Enter the full name, address, city, state and zip code of the lobbying entity engaged by the reporting entity identified in item 4 to influence the covered Federal action.
 - (b) Enter the full names of the individual(s) performing services, and include full address if different from 10 (a). Enter Last Name, First Name, and Middle Initial (MI).
- 11. Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (item 4) to the lobbying entity (item 10). Indicate whether the payment has been made (actual) or will be made (planned). Check all boxes that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.
- 12. Check the appropriate box(es). Check all boxes that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.
- 13. Check the appropriate box(es). Check all boxes that apply. If other, specify nature.
- 14. Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the date(s) of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with Federal officials. Identify the Federal official(s) or employee(s) contacted or the officer(s), employee(s), or Member(s) of Congress that were contacted.
- 15. Check whether or not a SF-LLL-A Continuation Sheet(s) is attached.
- 16. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, D. C. 20503.

Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion – Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification:

- 1. By signing and submitting this proposal, the prospective lower tier participants is providing the certification set out below.
- 2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
- 3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
- 4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
- 5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

- 6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion–Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
- 7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
- 8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
- 9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower

tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may

pursue available remedies, including suspension and/or debarment.

Certification:

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ED 80-0014. 9/90 (Replaces GCS-009 (REV 12/88), which is obsolete)

STATEMENT OF ASSURANCES

The	board(s) of education hereby assures that:
1.	This plan has been developed in consultation with the local advisory council for career and technical education and will be made available for review and comment by interested parties.
2.	Equal opportunities in and access to career and technical education programs will be provided to persons without discrimination because of race, gender, color, religious preference, national origin, disability, or age.
3.	The findings of evaluations of programs operated by this applicant during previous years were considered when planning the programs proposed in this application.
4.	The activities proposed in this application take into consideration manpower programs conducted in the area under the Workforce Investment Act (WIA) in order to assure a coordinated approach to meeting the training needs of the area.
5.	To avoid duplication, consideration has been given to other occupational training programs being conducted by other agencies in the area.
6.	Federal funds will not be used to supplant state or local funds designated for vocational education.
7.	Federal funds will be used to improve the academic and technical skills of students participating in career and technical programs by strengthening the academic, and career and technical components of such programs through the integration of academic and career and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and career and technical subjects; to provide students with strong experience in and understanding of all aspects of an industry; and to provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs.
8.	Students who participate in career and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students.
9.	Statistical, financial, and descriptive reports required by the West Virginia Department of Education will be submitted accurately and on time.
10.	The applicant has made provisions for including appropriate representation of career and technical education personnel on Individualized Education Program Committees and/or Placement Advisory Committees for disabled students.
Sign	ature(s) of County Superintendent(s)]

CORE INDICATORS OF PERFORMANCE Required Levels of Performance

		2007-	08	2008-	-09	
1S1	Academic Attainment - Reading/Language Arts	75.83	3	75.8	33	
1S2	Academic Attainment - Mathematics	65.83	3	65.8	83	
2S1	Technical Skill Attainment					
3S1	Secondary School Completion					
4S1	Student Graduation Rates	80		80		
5S1	Secondary Placement					
6S1	Nontraditional Participation					
6S2	Nontraditional Completion					
Edu acce	er the provisions of Section 113(b)(4) cation Act of 2006, the state adjusted epted as local adjusted levels of perforist two program years covered by the	levels rmanc	of performan e and incorpo	ce liste	ed above are h	nereby
LEA	:	_				

County Superintendent(s)

LOCAL USES OF FUNDS Section 135

REQUIRED USES:

- R1. Provide activities that strengthen the academic and career-technical skills of students through integration of academic and career-technical education through a coherent sequence of courses, such as career and technical programs of study.
- R2. Link secondary and postsecondary career-technical programs, including by offering the relevant elements of not less than one career-technical program of study.
- R3. Provide students with experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
- R4. Develop, improve, or expand the use of technology in career-technical education, which may include: training career-technical personnel to use technology, which may include distance learning; providing students with the academic and career-technical skills that lead to entry into the technology fields, and encouraging collaboration with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students
- R5. Provide professional development programs to personnel, including:
 - a. In-service and preservice training on: effective integration of academic and career-technical education; effective teaching skills based on research that includes promising practices; effective practices to improve parental and community involvement, and effective us of scientifically based research and data to improve instruction
 - Support of programs to ensure that personnel stay current with all aspects of an industry
 - c. Internship programs that provide relevant business experience
 - d. Programs designed to train teachers in the effective use of technology to improve instruction
- R6. Evaluation of career-technical education programs, including assessment of how special populations needs are being met
- R7. Initiate, improve, expand, and modernize quality career-technical education programs, including relevant technology
- R8. Provide services and activities that are of sufficient size, scope, and quality to be effective
- R9. Provide activities to prepare special populations for high skill, high wage, or high

LOCAL USES OF FUNDS

Page 2

PERMISSIVE USES:

- P1. Involve parents, businesses, and labor organizations in the design, implementation, and evaluation of career-technical programs
- P2. Provide career guidance and academic counseling
- P3. Provide local education and business partnerships, including for internships, cooperative education, school based enterprises, entrepreneurship, job shadowing, adjunct faculty arrangements for qualified industry professionals, and industry experience for faculty
- P4. Provide programs for special populations
- P5. Assist career-technical student organizations
- P6. Mentoring and support services
- P7. Leasing, purchasing, upgrading, or adapting equipment, instructional aids, and publications
- P8. Teacher preparation programs
- P9. Develop and expand postsecondary offerings, including through distance learning
- P10. Provide activities to support entrepreneurship education and training
- P11. Improving or developing new career-technical education courses
- P12. Develop and support small, personalized career-technical learning communities
- P13. Provide support for family and consumer sciences programs
- P14. Provide career-technical education programs for adults and school dropouts
- P15. Provide assistance to participants in finding an appropriate job or continuing the education
- P16. Support training and activities in nontraditional fields
- P17. Provide support for training programs in automotive technologies

-		 	
	-)RN	14
		 JR IV	

USES OF FUNDS			
LEA:			ear: 2008 · 6-30-08)
federal funds, the activiti the programs, the amountended purpose of the	es contained in Section unt to be spent for each expenditure, to include a mance where deficienci	education programs and 135 of the Act which are to h activity, and a narrative activities addressed to med es are identified. Addition	be incorporated in e description of the eting state and local
<u>Facility</u> <u>Code</u>	<u>Program</u>	Amt. of Federal Funds per Section 135 Activity	Section 135 Activity
TOTAL THIS PA	GE		
GRAND TOTAL			

LEA FORM 1.1

PROGRAMS OF STUDY

_EA:	Fiscal Years: 2008-2009
,	

Describe the career and technical education programs of study to be offered to students which include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content, the opportunity for participation in dual or concurrent enrollment, and that lead to an industry recognized credential or certificate.

LEA FORM 1.2

IMPROVING ACADEMIC AND TECHNICAL SKILLS

LEA:	Fiscal Years: 2008-2009

Describe how the academic and technical skills of career and technical education students will be improved through integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the core academic subjects and career and technical education subjects; provide students strong experience in, and understanding of, all aspects of an industry; ensure that career and technical education students are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and, encourage career and technical education students to enroll in rigorous and challenging core academic courses.

PROFESSIONAL DEVELOPMENT

LEA:	 Fiscal Years: 2008-2009

Describe how comprehensive professional development for career and technical education, academic, guidance, and administrative personnel will be provided that promotes integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education.

METHODS OF CONSULTATION

LEA:	Fiscal Years: 2008-2009

Describe how parents, students, educators, representatives of tech prep consortia, entities participating in P.L. 105-220 activities, business and industry, labor organizations, special populations, and other interested individuals are involved in the development, implementation, and evaluation of technical education programs and how such individuals are effectively informed about and assisted in understanding the requirements of Title I of Perkins IV, including career and technical programs of study.

LEA FORM 1.5

PROGRAM EVALUATION

LEA:		_ Fiscal Years: 2008-2009
perfor	Describe the process that will be used to evaluate mance of career and technical education programs	, ,

ACCESS, NONDISCRIMINATION, AND SUPPORT FOR SPECIAL POPULATIONS

LEA:	_ Fiscal Years: 2008-2009

Describe how equitable access to career and technical education programs will be provided to students who are members of special populations; how special populations students will be assisted in meeting state adjusted levels of performance; and how special population students will not be discriminated against on the basis of their special population status. Include in your description steps to be taken in support of persons experiencing barriers due to gender, race, national origin, color or age.

LEA FORM 1.7

PREPARATION FOR NONTRADITIONAL FIELDS

LEA:						 FIS	cai Ye	ears: 2	2008	3-2009	
employ	ibe how fu yment in hi cial popula	igh ski	ill, high	•						U	
o, opo	olal popule	atio: 10.									

LEA FORM 1.8

CAREER GUIDANCE AND ACADEMIC COUNSELING

LEA:	Fiscal Years: 2008-2009
Describe how career guidance and academic co	ounseling will be provided to career and
technical education students, including linkages to futu	ire education and training opportunities.

LEA FORM 1.9

IMPROVING CTE STAFF RECRUITMENT AND RETENTION

LEA:	Fiscal Years: 2008-2009
	Describe efforts to recruit and retain career and technical educators, career guidance cademic counselors, including members of groups underrepresented in the teaching sion, and the transition of individuals to teaching from business and industry.

LEA FORM 2

LOCAL CAREER/TECHNICAL EDUCATION ADVISORY COUNCIL

List below those persons who have been council for career/technical education. Use two lind Name, home address, place employed, and (if the individual. Use additional pages as necessariame of the LEA.	nere is no objection), the race and gender of
I certify that this advisory council met and was co	onsulted in the development of this plan.
Ō	Career/Technical Education Administrator

Fiscal Year _____

Programs to be Discontinued or Modified (LEA Form 3)

Any program that appears on the 2006-2007 Approved Curriculum by Facility list must appear in the LEA Plan, either on LEA Form 8, LEA Form 9, or on LEA Form 3. No program may be modified without approval of the Division of Technical and Adult Education Services.

Responses to "Reason for Closure" may be quite brief, such as "low enrollment" or

"lack of job opportunities for graduates."

If a program modification is planned, the response to the type of modification planned should be somewhat detailed. It should provide enough information to allow program supervisors to act upon the proposed modification. Although a short space is provided on LEA Form 3, most modifications should be described in detail on a separate page and inserted in the plan as LEA Form 3A.

When additional pages are needed, be sure the pages are identified with the name of the local education agency and LEA Form 3A, 3B, etc.

LEA: _				
	Р	ROGRAMS TO BE 2007-2)
Fac. Code	Name of School	WVEIS Code	Level	Reason for Closure
		PROGRAMS TO 2007-2		
Fac.	Name of School	WVEIS Code	Level	Modification Planned

Objectives for New Curriculums (LEA Form 4)

LEA Form 4 must be submitted with each request for a new curriculum, although not all of the objectives are applicable for all programs.

- Item 13 may be omitted for programs not designed to provide entry-level occupational skills
- The number of adult preparatory students should not be included on a request for a secondary program
- The number of postgraduates (adults enrolled in a secondary program) should be listed only if such enrollments are anticipated
- Item 8, work-site training, should be completed only if students will leave the school to receive on-the-job training
- Item 9, simulated work experience, is usually associated with marketing education programs where school stores are operated: however, simulated work experience programs may be incorporated into other curriculums. List enrollments in this area only if such services are to be provided.

Lea Form 4 is usually not required for approval of modified programs.

The need for the proposed program must be documented. Because accurate manpower data are often not available at the local level, a procedure that will satisfy this requirement could be handled in this manner:

Employers in the area served by the school who may hire graduates of the program may be identified and invited to participate in a planning meeting. Prospective employers may be invited to react, in writing, regarding their opinions of the value of the proposed new program. These responses, perhaps as letters on company stationery, could be attached to the proposal.

Prospective employers may be asked to provide an estimate of the number of openings in their firms for persons who would need qualifications similar to those that graduates of the program will have. (Most employers will not state how many graduates they will hire.)

Funds will not be appropriated unless there is evidence that students are interested in enrolling in the proposed program. Results of a student-interest survey or pre-enrollment figures are the best evidence; however, statements made by guidance counselors will be considered.

A signed statement indicating that undesirable duplication of effort will not exist because of the establishment of the proposed program is required. This statement is to be signed by the career/technical education administrator.

OBJECTIVES FOR A NEW CTE CURRICULUM

LEA:	Fiscal Year:
Facility:	Facility Code:
Curriculum:	WVEIS Code: Level:
	[Complete only the objectives applicable for this curriculum]
1	Number of secondary students to be enrolled.
	Number of ungraded students to be enrolled.
	Number of postgraduate students to be enrolled.
4	Number of adult preparatory students to be enrolled. Total number of hours required to complete this curriculum.
5	Total number of hours required to complete this curriculum.
6	Number of contact hours per week to be provided each student.
	Student/teacher ratio.
8	Percent students to be involved in cooperative or other out-of-class work
_	experience directly related to this curriculum.
9	Percent students to be involved in simulated work experience directly related to
4.0	this curriculum.
10	Estimated percent of students completing that will be employed in the field for
4.4	which trained, or a closely related field.
11	
12	Describe facilities and equipment available for use by students in this curriculum.
40	Equipment to be purchased with CTE funds should be itemized on LEA Form 6.
13	Describe the need for this curriculum, including, when appropriate:
	(a) The availability of jobs for curriculum completers
	(b) The interest shown in the curriculum by potential employers
	(c) Assurances that the kind of training proposed for these students
	is not already available in the area
	(d) Evidence that there is sufficient student interest so that, at least,

[Additional pages should bear the name of the county, school, and curriculum]

state minimum enrollment standards will be met.

New Curriculum Description (LEA Form 5)

Information from LEA Form 5 will be used by the Division of Technical and Adult Education Services to determine the potential value of a new curriculum. If a state approved curriculum is to be used in the program, LEA Form 5 may be completed by typing "Will use the state approved curriculum" on the form.

If a state approved curriculum is not to be used, list the units of instruction that will be offered in the program. Instructional units may be consolidated, where appropriate. However, the units should be sufficient in scope to provide reviewers with a good idea of exactly what is going to be offered to students in the program.

The total hours of instruction listed on LEA Form 5 must equal the number listed in item 5 on LEA Form 4.

LEA FORM 5

CURRICULUM DESCRIPTION FOR A NEW PROGRAM

LEA:	Fiscal Year:
Facility:	Facility Code:
Curriculum:	WVEIS Code: Level:
UNITS OF INSTRUCTION	INSTRUCTIONAL HOURS PLANNED

TOTAL

LEA Form 6 is used to request equipment and, occasionally, as a convenient form for requesting repairs to equipment.

For CTE purposes, equipment is defined as non-consumable items with a life expectancy of more than one year. Computer software is considered as equipment. For the purpose of uses of replacement equipment funds, parts and labor for repairs are also considered equipment.

All data requested at the top of the form must be supplied. Only one funding source may be indicated. Requests for funds from different sources should be made on different forms. With few exceptions, requests on a form should be for the same program.

Replacement equipment may be purchased with state funds only if the equipment is for exclusive use by students; however, this account may be used for new or additional equipment as well as for replacement.

Entries should be rounded off to the nearest dollar. In the column headed "Name/Description of Item," use more than one line, if necessary, to describe items that may not be readily recognizable by advisory committees or members of the state staff. Common items and small tools need no description.

LEA Form 6A should be used when there is not enough space on LEA Form 6. However, curriculum totals must appear on LEA Form 6.

All applications for equipment funds must be signed by the chairman of the advisory committee.

A copy of the LEA Form 6 with the amount approved will be returned to you by the state office.

Page 1 of____

APLICATION FOR APPROVAL OF EQUIPMENT

Fiscal Year Local Education Agency					
Facility	cilityFacility Code				
Curriculum	WVEIS Code	rel			
Local Funds Available for Matching, this Curriculum \$					
Funding Source: Replacen (Check only one) Incentive	Replacement Equipment Allocation Federal Allocation Incentive Program Program Modernization				
NAME/DESCRIPTION OF ITEM	QUANTITY	UNIT COST	TOTAL COST		
		\$	\$		
Total This Page \$ Total This Curriculum \$					
	Project Revenue Amount Code: Code: Approved:\$				
•					
Chair, Occupational Advisory Committee Designated DTAES Representative Date:					

EQUIPMENT LIST

LEA FORM 6A

Page ___ of ___

Facility	Curriculum
raciiily	Curriculum

			-
NAME/DESCRIPTION OF ITEM	QUANTITY	UNIT COST	TOTAL COST
Total this Curriculum			
or Amount Carried Forward			\$

Application for Approval, Incentive or Other Special Project (LEA Form 7)

INCENTIVE PROJECTS, CAREER/TECHNICAL EDUCATION PROGRAMS:

Incentive projects are requests made for funds to establish or upgrade CTE programs, or for approval of a new program to be reimbursed under formula funding only.

Incentive requests require a written narrative. The narrative, usually only a page or so in length, should show the name of the county, school, and program.

If the request contains costs for equipment, LEA Form 6 must be submitted.

APPLICATION FOR APPROVAL INCENTIVE OR OTHER SPECIAL PROJECT

LEA: Fiscal Year:				
Facility:	Facility Code:			
Curriculum:	Level: Secondary Adult			
WVEIS Code:	Status:NewOngoing			
Type Request:Incentive, Special AApplication for NewApplication for New	Program, State Funds Requested			
Name of Instructor(s), if Appropriate:				
Salary Fixed Costs Supplies and Materials Travel Equipment (Attach LEA Form 6) Other (specify) Indirect Cost (Restricted Rate				
 Signature(s) of	County Superintendent(s)			
(ATTACH NARRATIV	E DESCRIPTION OF PROJECT)			
STATE	E USE ONLY			
Funds Approved OR	Equipment \$ Salary \$ All Other \$ Total \$			
Program Approved for Formula Project Code FIMS ID				
	Signature DTAES Representative (date)			

Approval of Continuing Secondary Technical Education Concentrations (LEA Form 8)

On LEA Form 8, list only concentrations that were on the "Approved Curriculums by Facility" list for the previous fiscal year. This form cannot be used for incentive requests, or for requests for new concentrations.

Concentrations are to be listed in the same order as they appear on the "Approved Curriculums by Facility" list.

No salary information is required for secondary instructors.

No information for non-instructional personnel should appear on LEA Form 8.

If an instructor teaches in more than one curriculum, more than one WVEIS code may be listed for that instructor without duplicating the name.

Percent time refers to the percent of the school day spent in the curriculum identified by the WVEIS code in the second column. If a teacher has more than one WVEIS code, be sure to indicate the percent time spent in each curriculum.

In the column headed "Credential Number", enter the appropriate number from the list of credentials available for occupational concentrations recognized by the WVDE. The list is included at the end of this Guide.

LEA FORM 8

APPLICATION FOR APPROVAL OF CONTINUING SECONDARY TECHNICAL EDUCATION CONCENTRATIONS

LEA	:			Sc	hool Year:_		
Fac. Code	WVEIS Code	Name of Instructor	Days Empl.	% Time	Four required dure two school Yes	ring next	Credential #
			-				
			_				
		-	_				
			-				
			_				
		_	_				
		_	_				
Sign	ature(s) of	County Superintender	nt(s):				

Approval of Continuing Adult Prep Concentrations (LEA Form 9)

On LEA Form 9, list only Adult Preparatory concentrations that were on the "Approved Curriculums by Facility" list for the previous fiscal year. This form cannot be used for incentive requests, or for requests for new concentrations.

If an adult preparatory instructor teaches under two different WVEIS codes, both codes may be listed without prorating the salary between the codes, and without duplicating the name of the instructor.

Percent time refers to the percent of the school day spent in the curriculum identified by the WVEIS code in the second column. If a teacher has more than one WVEIS code, be sure to indicate the percent time spent in each curriculum. Enter the full time equivalent (FTE) of all Adult Prep instructors at the bottom of the form.

In the column headed "Salary," list the salary of the adult preparatory instructor. <u>DO NOT INCLUDE</u> <u>FIXED COSTS</u>. If the instructor is less than full time, prorate the salary appropriately. Enter the total combined salary for all instructors at the bottom of the "Salary" column.

The name by which adult concentrations are offered locally may differ from the concentration/course name listed in WVEIS. In the space headed "Concentration Name Used Locally" please enter the concentration name you use, even if it is the same as the WVEIS name. This should help ensure that enrollment reports generated through the state data system are matched accurately with the concentrations at your facilities.

In the space labeled "Credential Number" enter the appropriate number from the list of credentials available for occupational concentrations recognized by the WVDE. The list is included at the end of this Guide.

LEA FORM 9

APPLICATION FOR APPROVAL OF CONTINUING ADULT PREPARATORY CONCENTRATIONS

.EA:				_ Schoo	ol Year:		
Fac. Code	WVEIS Code	Name of Instructor	Days Empl.	% Time	Salary	MONTHLY Tuition	**Other Costs
					\$	\$	\$
Concent	ration Nam	e Used Locally:			Credential	Number:	
					\$	\$	\$
Concent	ration Nan	ne Used Locally:			Credentia	l Numbe r:	
					\$	\$	\$
Concent	ration Nan	ne Used Locally:			Credential	Number:	
					\$	\$	\$
Concent	ration Nan	ne Used Locally:	'		Credential	Number:	
					\$	\$	\$
Concent	ration Nan	ne Used Locally:			Credential	Number:	
					\$	\$	\$
Concent	ration Nan	ne Used Locally:			Credential	Number:	
		Tot	al FTE	To	otal Salary	y \$	
Signatu	re(s) of Cou	unty Superintendent(s)):				
	JDE books, s, lab fees,						

¹⁰⁸

Approval of Continuing Administrative and Support Services (LEA 10)

LEA Form 10 should be completed only for non-instructional positions that were filled the previous year. New positions should be listed on LEA Form 7, even if no funds are requested from the Division of Technical and Adult Education Services.

Career/technical education directors, CTE guidance counselors, job placement coordinators, other CTE coordinators, and, if desired, clerical personnel should be listed on LEA Form 10. No salary or other cost or revenue data is required.

With the exception of the percent time listed for the CTE director, percentages may be approximations. The CTE director's time should be accurate because funds for administration are allocated only to local education agencies that employ CTE directors for at least half time.

LEA FORM 10

APPLICATION FOR APPROVAL OF CONTINUING ADMINISTRATIVE AND SUPPORT SERVICES

LEA:		School Year:			
Facility Code	Name of Person	Job Title	Days Empl.	Percent Time	
========			======	=======	
Signature(s) of	County Superintendent(s)				

Technical Education Adult Part-Time (LEA Form 11)

LEA Form 11 is used to plan for appropriate adult part-time classes. These classes are designed to provide students with upgraded or new skills that are related to paid employment.

Indicate the number of clock hours of instruction planned for the 2008-2009 school year by occupational instructional area.

LEA FORM 11

TECHNICAL EDUCATION ADULT PART-TIME CLASSES

LEA:		Fiscal Year:		
	In the table below, estimate the number of clo adult part-time classes in 2008-2009.	ck hours of instruction to be offered in		
	INSTRUCTION AREA	CLOCK HOURS PLANNED		
	OCCUPATIONAL:	FY-2009		
	Agriculture			
	Marketing			
	Health Occupations			
	Family & Consumer Science Occupations			
	Office Occupations			
	Technical/Industrial Occupations			
	TOTAL			

ARTS AND HUMANITIES CLUSTER

Concentration – Conventional/Computer Aided Drafting

Cr	redential #	Credentialing Organization
	33	American Drafting and Design Association

Concentration – Graphic Communications

Credential #	Credentialing Organization
34	Printing Industries of America

BUSINESS / MARKETING CLUSTER

Concentration – Administrative Support

Credential #	Credentialing Organization
26	Microsoft

Concentration – Information Technology

Credential #	Credentialing Organization
25	Orcale Academy

Concentration – Marketing Education

Credential #	Credentialing Organization
24	National Retail Federation (NRF)

HEALTH CLUSTER

Concentration - Dental

Credential #	Credentialing Organization
36	Dental Assisting National Board
61	Dental Laboratory Technology National Board Certification
39	American Medical Technologist

Concentration – Health Occupation Science Technology

Credential #	Credentialing Organization
49	American Red Cross
17	American Heart Association
50	Home Care University/The National Association for Home Care
51	Office of Health Facility Licensure and Certification
40	National Center for Competence Testing
52	American Society of Phlebotomy Technicians
41	National Board of Cardiovascular Testing
53	Cardiovascular Credentialing International
54	National Association of Health Unit Coordinators
55	WV Board of Pharmacy
39	American Medical Technologist
43	Pharmacy Technician Certification Board
42	Office of Health Facility Licensure and Certification
66	Health Care Foundation Standards Assessment Certificate

HEALTH CLUSTER Continued

Concentration - Licensed Practical Nursing

Credential #	Credentialing Organization
37	WV Licensed Practical Nursing Board
58	National League for Nursing Accrediting Commission

Concentration – Medical Assisting

Credential #	Credentialing Organization
39	American Medical Technologist
40	National Center for Competency Testing
59	National Association for Health Professionals (NAHP)
64	American Association of Medical Assistant
41	National board of Cardiovascular Testing

Concentration – Medical Transcription

Credential #	Credentialing Organization
56	Medical Transcription Certification Commission
47	American Association for Medical Transcription

Concentration - Medical Laboratory

Credential #	Credentialing Organization
39	American Medical Technologist
57	American Society of Clinical Pathology
52	American Society of Phlebotomy Technician, Inc
40	National Center for Competency Testing
41	National Board of Cardiovascular Testing

Concentration – Nursing Assisting

Credential #	Credentialing Organization
42	Office of Health Facility Licensure and Certification

Concentration – Pharmacy Technician

Credential #	Credentialing Organization
43	Pharmacy Technician Certification Board
55	WV Board of Pharmacy
65	American Society of Health Pharmacist

Concentration – Respiratory Therapy

Credential #	Credentialing Organization
67	National Board for Respiratory Care / Committee on Accreditation for Respiratory Care

Concentration – Surgical Technology

Credential #	Credentialing Organization
44	Liaison Council on Certification for the Surgical Technologist
45	National Center for Competency Testing
46	National Institute for the Certification of Health Care Sterile Processing
47	Distribution Personnel/National Commission for Certifying Agencies
48	International Association of Health Care Central Service Materials Management
60	The Association of Surgical Technologist (AST) 113

ENGINEERING / TECHNICAL CLUSTER

Concentration - Air-conditioning/Refrigeration Technology

Credential #	Credentialing Organization
9	Air-Conditioning Refrigeration Institute (ARI)
2	National Center for Construction Education and Research (NCCR)

Concentration - Aries Technologies

Credential #	Credentialing Organization
4	ARIES
5	ComTIA

Concentration - Automotive Technology

Credential #	Credentialing Organization
11	National Automotive Technicians Education Foundation
12	Ford ASSET

Concentration - Cisco Networking Technologies

Credential #	Credentialing Organization
6	CISCO
5	ComTIA

Concentration - Collision Repair Technology

Credential #	Credentialing Organization
11	National Automotive Technicians Education
11	Foundation (NATF)

Concentration - Computer System Maintenance Option I

Credential #	Credentialing Organization
5	ComTIA

Concentration - Computer System Maintenance Option II

Credential #	Credentialing Organization
4	ARIES
5	ComTIA

Concentration - Computer Systems & Operational Support

Credential #	Credentialing Organization
4	ARIES
5	ComTIA

Concentration - Diesel Equipment Technology

Credential #	Credentialing Organization
11	National Automotive Technicians Education
11	Foundation (NATF)

Concentration - Electrical Technology

Credential #	Credentialing Organization
1	WV Fire Marshal's Office
2	National Center for Construction Education and Research (NCCR)

Concentration - Electronics Technology

Credential #	Credentialing Organization
5	ComTIA

Concentration - Facilities Maintenance

Credential #	Credentialing Organization
3	Associated General Contractors
2	National Center for Construction Education and Research (NCCER)

Concentration - General Building Construction

Credential #	Credentialing Organization
3	Associated General Contractors
2	National Center for Construction Education & Research (NCCER Certification)

Concentration - Industrial Equipment Maintenance

Credential #	Credentialing Organization
2	National Center for Construction Education &
4	Research (NCCER Certification)

Concentration - Machine Tool Technology

Credential #	Credentialing Organization
6	National Institute for Metal Working Skills (NIMS)

Concentration - Masonry

Credential #	Credentialing Organization
3	Associated General Contractors
2	National Center for Construction Education & Research (NCCER Certification)

Concentration - Material Distribution

Credential #	Credentialing Organization
7	Occupational Safety & Health Administration

Concentration - Welding Technology

Credential #	Credentialing Organization
2.	National Center for Construction Education &
	Research (NCCER Certification)
8	State of WV Welding Certification Program

HUMAN SERVICES CLUSTER

Concentration – Child Development Specialist

Credential #	Credentialing Organization
22	US Department of Labor

Concentration – Cosmetology

Credential #	Credentialing Organization
23	WV State board of Barbers & Cosmetologists

Concentration – Family and Consumer Sciences

Credential #	Credentialing Organization
62	NASAFACS - National Association of State Administrators for Family and Consumer Sciences

Concentration – Fire and Emergency Management Services

Credential #	Credentialing Organization
12	WVU fire Service Extension
13	FEMA – Federal Emergency Management Association
14	National Fire Academy
15	WV Department of Health
16	National Registry of EMT's
17	American Heart Association
18	Association for Professional Communication Offices (APCO)

Concentration – Lodging Management Program

Credential #	Credentialing Organization
19	American Hotel & Lodging Association
19	Educational Institute

Concentration – ProStart Restaurant Management

Credential #	Credentialing Organization
20	National Restaurant Association Education Foundation
21	American Culinary Federation

Concentration – Teacher Cadet

Credential #	Credentialing Organization
62	CERRA - Center for Educator Recruitment,
63	Retention, and Advancement

SCIENCE /NATURAL RESOURCES CLUSTER

Concentration – Agriculture & Agribusiness Production System

Credential #	Credentialing Organization
27	WV Department of Agriculture

Concentration – Animal Systems

Credential #	Credentialing Organization
28	American Association for Laboratory Animal
27	WV Department of Agriculture
29	American Boarding Kennel Association

Concentration – Environmental Systems

Credential #	Credentialing Organization
27	WV Department of Agriculture

Concentration – Forestry

Credential #	Credentialing Organization
35	Division of Forestry

Concentration – Plant Systems

Credential #	Credentialing Organization
30	American Institute of Floral Designers
31	Associated Landscape Contractors of America
32	Southeast Greenhouse Growers Association
27	WV Department of Agriculture

Steven L. Paine
State Superintendent of Schools
West Virginia Department of Education

The Carl D. Perkins Career and Technical Education Act of 2006

LOCAL PLANNING GUIDE FY 2008-2009

Institution:	
Address:	
Contact Person:	Title:
Telephone Number:	E-Mail:

I. PURPOSE OF THE ACT

- 1. Further develop the academic, career and technical skills of career-technical students through high standards including preparation for high skill, high wage and high demand occupations.
- 2. Link secondary and postsecondary career-technical programs.
- 3. Increase flexibility in the administration and use of federal funds.
- 4. Disseminate national research about career and technical education.
- 5. Provide professional development and technical assistance to career educators.
- 6. Promote the development of rigorous and challenging academic and career-technical instruction.
- 7. Support partnerships among secondary schools, postsecondary institutions, baccalaureate degree-granting institutions and career-technical centers, technical education, WIA Boards and employers.

II. GENERAL PROVISIONS

1. Supplement Not Supplant:

An eligible recipient may not use Federal funds to replace state funds.

2. Maintenance of Effort:

The maintenance of effort provision continues, an eligible institution must maintain the same level of support from state appropriated funds for the delivery of career-technical education as the previous year.

III. ALLOCATION OF FUNDS

1. Method of Allocation to Community and Technical Colleges:

Perkins allocations continue to be based on the number of Pell Grant recipients enrolled in programs approved for the Perkins funding.

2. Minimum Allocation:

An eligible institution must qualify for at least \$50,000 to receive an allocation.

IV. LOCAL USE OF FUNDS

1. Administration:

Each local recipient of funds may not use more than five percent (5%) for administrative purposes.

2. Required Use of Funds:

- a. Strengthen academic, career and technical skills of students through integration of academic, career and technical programs.
- b. Link secondary and postsecondary education.
- c. Provide programs that address all aspects of an industry.
- d. Develop, improve, and expand the use of technology, which may include professional development, providing students with the ability to enter high technology careers and encouraging schools to work with high technology industries.
- e. Provide professional development for faculty, administrators and counselors, including in-service training, ensuring that faculty and personnel stay current with all aspects of an industry, internship programs that provide relevant business experience and programs designed to train faculty specifically in the use and application of technology to improve instruction.
- f. Evaluate programs and assess how special populations are being served.
- g. Develop, improve, expand and modernize quality career-technical programs including relevant technology.
- h. Provide services of sufficient size, scope and quality.
- i. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career-technical programs, for high skill, high wage or high demand occupations that will lead to self-sufficiency.

Permissible Use of Funds:

- a. Involve parents, businesses and labor organizations in planning, implementing, and evaluating career and technical education programs.
- b. Provide career guidance and academic counseling.
- c. Support local business and education partnerships.
- d. Provide programs for special populations.
- e. Assist career and technical student organizations.
- f. Provide mentoring and support services.
- g. Lease, purchase and upgrade equipment.
- h. Provide initial teacher preparation, including that for teacher candidates from business and industry.
- i. Develop and expand program offerings at times and in formats that are accessible for students, including working students and the use of distance education.
- j. Develop initiatives that facilitate the transition into baccalaureate degree programs.
- k. Provide activities to support entrepreneurship education and training.
- I. Develop and improve curriculum.
- m. Provide support for family and consumer sciences programs.
- n. Provide services for placement in employment and further education.
- o. Support nontraditional training and employment.

- p. Provide support for training programs in automotive technologies.
- q. Pool a portion of Perkins funding from another community and technical college for the purpose of implementing initiatives.
- r. Other activities consistent with the purpose of the Act.

V. <u>DEFINITIONS</u>

1) Displaced Homemaker

The term "displaced homemaker" means an individual who:

A.

- 1) Has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
- Has been dependent on the income of another family member but is no longer supported by that income; or
- 3) A parent whose youngest dependent child will become ineligible to receive assistance under part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and
- B. Is unemployed or underemployed and experiencing difficulty in obtaining or upgrading employment?

2) Nontraditional Training and Employment

The term "nontraditional training and employment" means occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than twenty-five percent (25%) of the individuals employed in each such occupation or field of work.

3) Special Populations

The term "special populations" means -

- A. Individuals with disabilities;
- B. Individuals from economically disadvantaged families, including foster children;
- C. Individuals preparing for nontraditional training and employment;
- D. Single parents, including single pregnant women;
- E. Displaced homemakers; and
- F. Individuals with other barriers to educational achievement, including individuals with limited English proficiency.

4) Programs of Size, Scope and Quality

A career-technical education program that has an advisory committee that ensures such programs meet the academic and technical skill entry level requirements of the profession in which the program is preparing students to enter, such programs meet the established Perkins Core Indicator standards and produces an adequate number of graduates annually to enter the workforce.

5) All Aspects of Industry

In career and technical education, "All Aspects of Industry" means providing students with a strong experience in and a comprehensive understanding of, the industry that the individual is preparing to enter. This includes technical and occupation-specific skills, principles of technology, labor and community issues, health and safety issues, environmental issues, financial issues and opportunities for advanced education/training.

6) Programs of Study

Career and technical programs of study, offered as an option to students when planning for and completing future coursework, for career and technical content areas that:

- 1. incorporate secondary education and postsecondary education elements;
- include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
- may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
- 4. lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

7) High-Skill, High-Wage, High-Demand Occupations

An occupation that pays a minimum entry-level wage of \$10 per hour; and has a projected statewide or community and technical college consortia district increase in demand over a five-year period; requires a postsecondary education, and culminates in an industry recognized credential, certificate or associate degree; or meets the demands of a documented economic development initiative.

STATEMENT OF ASSURANCE

(Institution) hereby assures the West Virginia Council for Community and Technical College Education that:

- 1. This plan has been developed in the consultation with the local advisory councils and committees for career-technical education programs and will be made available for review and comment by interested parties.
- 2. Equal opportunities in career-technical education programs will be provided to persons without discrimination because of race, sex, religious preference, national origin, or handicap.
- 3. Carl D. Perkins Career and Technical Education Act funds shall be used to supplement local and/or state funds available for career and technical education. In no case shall federal funds supplant funds currently available.
- 4. Carl D. Perkins funds will be used to provide career-technical education in programs that are of such size, scope, and quality as to improve career and technical education; to integrate academic and career-technical education in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies; and to provide equitable participation in such programs for members of special populations.
- 5. Students who are members of special populations will be assisted in entering career-technical education programs.
- 6. Supplementary services, including curriculum modification, equipment modification, classroom modification, supportive personnel, instructional aids and devices, guidance, counseling, career development activities, counseling and instructional services designed to facilitate transition from school to post-school employment and career opportunities, will be provided to students who are members of special populations.
- 7. The institution will maintain documentation to verify the eligibility of special population students enrolled in programs supported by federal funds.
- 8. All academic programs eligible for Perkins funding will have advisory committees whose majority membership will be individuals from the industry.
- 9. No more than five percent (5%) of the Perkins allocation will be utilized for administrative purposes.
- 10. Statistical, financial, and descriptive reports required by the West Virginia Council for Community and Technical College Education, the U.S. Department of Education, and the West Virginia Higher Education Policy Commission will be submitted in a timely manner.
- 11. All new career-technical programs implemented will be aligned with a secondary school career pathway.

TABLE 1 LOCAL PLAN CONTENTS – SECTION 134

Requirements for local plans are as follows.
Describe local programs funded under this Act and how programs to receive funding will be determined.
1.
Show how local programs meet state adjusted performance levels.
1.
Demonstrate how local programs will improve the academic and technical skills of students, including how they help career and technical education students meet the same challenging academic proficiencies as are taught for all other students, and how students are taught all aspects of an industry.
1.
Indicate how interested parties, including parents, students, teachers, representatives of business, labor organizations and special populations, are involved in the development, implementation and evaluation of local programs.
1.
Describe how it will be determined if programs are of such size, scope and quality as to improve career and technical education.
1.
Describe the process used to evaluate and promote improvement in program performance.
1.
Describe how the needs of special populations will be met and how programs will be designed to enable special populations to meet the state adjusted level of performance; how strategies will be adopted to overcome barriers resulting in increased access and success of special populations.

Describe how discrimination against special populations will be prevented. Indicate how funds will be used to promote nontraditional training and employment. Describe activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage or high demand occupations that lead to self-sufficiency. Describe how career guidance and academic counseling will be provided to career-technical students. Describe efforts to improve the recruitment and retention of career-technical education teachers, and career guidance and academic counselors, including individuals under-represented in the teaching professions.	
Describe how discrimination against special populations will be prevented. 1. Indicate how funds will be used to promote nontraditional training and employment. 1. Describe activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage or high demand occupations that lead to self-sufficiency. 1. Describe how career guidance and academic counseling will be provided to career-technical students. 1. Describe efforts to improve the recruitment and retention of career-technical education teachers, and career guidance	
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high wage or high demand occupations that lead to self-sufficiency. 1. Describe how career guidance and academic counseling will be provided to career-technical students. 1. Describe efforts to improve the recruitment and retention of career-technical education teachers, and career guidance	1.
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Describe efforts to improve the recruitment and retention of career-technical education teachers, and career guidance	1.
Describe efforts to improve the recruitment and retention of career-technical education teachers, and career guidance	Describe how career guidance and academic counseling will be provided to career-technical students.
	1.
1.	1.

REQUIRED AND PERMISSIBLE USES OF PERKINS IV FUNDS Tables 2 and 3

- 1. Provide information regarding planned activities to support the required and permissive uses of Perkins funds.
- 2. For each section, include as indicated on the following charts:
 - a. Describe the planned activity to support each
 - b. The projected expenditure dedicated to each
- 3. For planning purposes, use current year allocations for expenditure projections.
- 4. Complete the budget summary pages for the required and permissible uses of local funds and summarize the funding projected to be spent on the activities listed on the Perkins IV budget summary page.
- 5. Recipients receiving funds under the Perkins Act may not use more than 5% for administrative purposes.
- 6. Funds must be used for costs associated with the administration of Perkins IV activities.
- 7. Budgets must be itemized according to the categories listed.

Funds made available to eligible recipients under Section 135(b) 1-9 must be used to support the following required uses to improve career-technical education programs.

Section 135 (b) 1 (A-B):

Strengthen the academic, and career and technical, skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and career and technical subjects.

- 1. Describe how career-technical education programs will strengthen the skills of participating students through the integration of academics with career-technical programs.
- 2. Describe how career -technical programs will strengthen the skills of participating students through a coherent sequence of courses.
- 3. Describe how career-technical programs will ensure learning in the core academic and career-technical subjects.

Below please summarize the Perkins funding you project to spend to support required use #1 activities listed above during fiscal years 2008 and 2009.

Activities/Initiatives	Salaries & Benefits	Contractual Services	Equipment	Travel	Supplies/ Materials	Other (specify under comments)	Total

Funds made available to eligible recipients under Section 135(b) 1-9 <u>must</u> be used to support the following required uses to improve career-technical education programs.

Section 135 (b) 2:

Link career and technical education at the secondary level and career and technical education at the postsecondary level, including offering the relevant elements of not less than 1 career technical program of study described in Section 122(c)(1)(A). Section 122(c)(1)(A) describes the career and technical education activities that assist in (i) incorporating secondary education and postsecondary elements; (ii) include coherent and rigorous content alignment with challenging academic standards and relevant career and technical content; (iii) may include the opportunity for secondary education students to acquire postsecondary education credits; and (iv) lead to an industry-recognized credential or certificate at the postsecondary level.

- 1. Describe how secondary and postsecondary education link career-technical education.
- 2. Describe how secondary and postsecondary education include the opportunity for secondary education students to acquire postsecondary education credits.
- 3. Describe how career-technical education leads to an industry-recognized credential.

Below please summarize the Perkins funding you project to spend to support required use #2 activities listed above during fiscal years 2008 and 2009.

Activities/Initiatives	Salaries & Benefits	Contractual Services	Equipment	Travel	Supplies/ Materials	Other (specify under comments)	Total

Funds made available to eligible recipients under Section 135(b) 1-9 <u>must</u> be used to support the following required uses to improve career-technical education programs.

Section 135 (b) 3

Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.

1. Describe how career-technical programs will provide students with experience and understanding of all aspects of an industry.

Below please summarize the Perkins funding you project to spend to support *required use #3 activities* listed above during fiscal years 2008 and 2009.

Activities/Initiatives	Salaries & Benefits	Contractual Services	Equipment	Travel	Supplies/ Materials	Other (specify under comments)	Total

Funds made available to eligible recipients under Section 135(b) 1-9 <u>must</u> be used to support the following required uses to improve career-technical education programs.

Section 135 (b) 4 (A-C)

Develop, improve, or expand the use of technology in career and technical education, which may include (A) training faculty and administrators to use technology, which may include distance learning (B) providing students with the academic and career and technical skills that lead to entry into technology fields; or (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs that improve the mathematics and science knowledge of students.

- 1. Describe the *process* in which faculty and administrators will be trained to use/enhance their technology skills.
- 2. Describe the process and assurances as to how students will be provided academic and career-technical skills that will lead to an entry level position in a technology field.
- 3. Describe the collaboration process with technology industries that will make available voluntary internships and mentoring programs to career-technical students.

Below please summarize the Perkins funding you project to spend to support required use #4 activities listed above during fiscal years 2008 and 2009.

Activities/Initiatives	Salaries & Benefits	Contractual Services	Equipment	Travel	Supplies/ Materials	Other (specify under comments)	Total
					_		

Funds made available to eligible recipients under Section 135(b) 1-9 <u>must</u> be used to support the following required uses to improve career-technical education programs.

Section 135 (b) 5 (A-D)

Provide professional development programs to faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs including in-service training, ensuring that faculty and personnel stay current with all aspects of an industry, internship programs that provide relevant business experience, and programs designed to train faculty specifically in the effective use and application of technology to improve instruction.

- 1. Describe the *types* of professional development activities that will be provided to faculty, administrators and counselors who are involved in career-technical education.
- 2. Describe the process in place that ensures faculty stay current with all aspects of an industry.
- 3. Describe professional development activities that are offered to faculty designed to improve instruction through the use of technology.

Below please summarize the Perkins funding you project to spend to support required use #5 activities listed above during fiscal years 2008 and 2009.

Activities/Initiatives	Salaries & Benefits	Contractual Services	Equipment	Travel	Supplies/ Materials	Other (specify under comments)	Total

Funds made available to eligible recipients under Section 135(b) 1-9 must be used to support the following required uses to improve career-technical education programs.

Section 135 (b) 6

Develop and implement evaluations of the career and technical programs carried out with Perkins funds including an assessment of how the needs of special populations are met.

- 1. Describe the process that will be used to evaluate and continuously improve the performance of career-technical programs.
- 2. Describe how equitable access to career-technical programs will be provided to special population students, and how special population students will not be discriminated against.
- 3. Describe any modifications to facilities, equipment and delivery of instruction that have been made to accommodate the needs of special population students.

Below please summarize the Perkins funding you project to spend to support required use #6 activities listed above during fiscal years 2008 and 2009.

Activities/Initiatives	Salaries & Benefits	Contractual Services	Equipment	Travel	Supplies/ Materials	Other (specify under comments)	Total

Funds made available to eligible recipients under Section 135(b) 1-9 <u>must</u> be used to support the following required uses to improve career-technical education programs.

Section 135 (b) 7

Initiate, improve, expand and modernize quality career and technical education programs including relevant technology.

- 1. Describe the use of Perkins funding for the development and implementation of new career-technical programs.
- 2. Describe the use of Perkins funding for the expansion of career-technical programs during fiscal years 2008 and 2009.
- 3. Describe upgrades/purchases of equipment used to support career-technical programs.

Below please summarize the Perkins funding you project to spend to support required use #7 activities listed above during fiscal years 2008 and 2009.

Activities/Initiatives	Salaries & Benefits	Contractual Services	Equipment	Travel	Supplies/ Materials	Other (specify under comments)	Total

TABLE 2 REQUIRED USES OF PERKINS FUNDS Required Use #8

Funds made available to eligible recipients under Section 135(b) 1-9 <u>must</u> be used to support the following required uses to improve career-technical education programs.

Section 135 (b) 8

Provide services and activities that are of sufficient size, scope and quality to be effective.

- 1. Describe how funds will be used to ensure programs are of sufficient size to produce the number of graduates to meet local employment demands.
- 2. Describe how funds will be used to ensure the scope of programmatic content delivered meets the skill levels needed by local employers.
- 3. In addition to WorkKeys and technical skill proficiency assessments, describe how funds will be used to ensure the quality of programs delivered.

Below please summarize the Perkins funding you project to spend to support required use #8 activities listed above during fiscal years 2008 and 2009.

Activities/Initiatives	Salaries & Benefits	Contractual Services	Equipment	Travel	Supplies/ Materials	Other (specify under comments)	Total

Comments:

TABLE 2 REQUIRED USES OF PERKINS FUNDS Required Use #9

Funds made available to eligible recipients under Section 135(b) 1-9 <u>must</u> be used to support the following required uses to improve career-technical education programs.

Section 135 (b) 9

Provide activities to prepare special populations, including single parents and displaced homemakers, who are enrolled in career and technical education programs for high skill, high wage or high demand occupations that lead to self-sufficiency.

- 1. Describe how funds will be used to prepare special population students for high skill, high wage occupations.
- 2. Describe the methodology used to identify special populations, single parents and displaced homemakers.
- 3. Describe how placement data will be collected to determine self-sufficiency of special populations, single parents and displaced homemakers.

Below please summarize the Perkins funding you project to spend to support *required use #9 activities* listed above during fiscal years 2008 and 2009.

Activities/Initiatives	Salaries & Benefits	Contractual Services	Equipment	Travel	Supplies/ Materials	Other (specify under comments)	Total

Comments:

BUDGET SUMMARY REQUIRED USES OF PERKINS FUNDS

Required Use	Salaries & Benefits	Contractual Services	Equipment	Travel	Supplies/ Materials	Other (specify under comments)	Total
Academic							
Integration							
Link Secondary & Postsecondary							
All Aspects of Industry							
Use of Technology							
Professional							
Development							
Evaluation & Assessment							
Develop & Upgrade Programs							
Services of Sufficient Size, Scope & Quality							
Special Populations							
TOTALS							

Comments:

TABLE 3 PERMISSIVE USES OF PERKINS FUNDS

The recipient may use Perkins funds for any of the permissive activities under Sec. 135(c) 1-20.
Involve parents, business and labor organizations in planning, implementing and evaluating career and technical education programs.
1.
Provide career guidance and academic counseling.
1.
Provide local education and business partnerships.
1.
Provide programs for special populations.
1.
Assist career and technical student organizations.
1.
Provide mentoring and support services.
1.

Lease, purchase and upgrade equipment.
1.
Provide initial teacher preparation, including that for teacher candidates from business and industry.
1.
Develop and expand program offerings at times and in formats that are accessible for students, including working students & the use of distance education.
1.
Develop initiatives that facilitate the transition into baccalaureate degree programs.
1.
Provide activities to support entrepreneurship education and training.
1.
Develop and improve curriculum.
1.
Provide support for family and consumer sciences programs.
1.

Provide services for placement in employment and further education.
1
Support nontraditional training and employment.
1.
Provide support for training programs in automotive technologies.
1.
Pool a portion of Perkins funding from another community and technical college for the purpose of implementing initiatives.
1.
Other activities consistent with the purpose of this Act.
1.

BUDGET SUMMARY PERMISSIVE USES OF PERKINS FUNDS

Below please summarize the Perkins funding you project to spend to support the *permissive uses activities* listed above during fiscal years 2008 and 2009.

Permissive Use	Salaries & Benefits	Contractual Services	Equipment	Travel	Supplies/ Materials	Other (specify under comments)	Total
TOTALS							

Comments:

PERKINS IV BUDGET SUMMARY

Please indicate the projected amount of Perkins funds allocated to your institution (based on current year allocation) that are to be expended in each area for fiscal years 2008 and 2009.

Administration

Curriculum Development

Equipment

Professional Development

Guidance and Counseling

Developmental Education

Adaptation of Equipment

Tech Prep Program

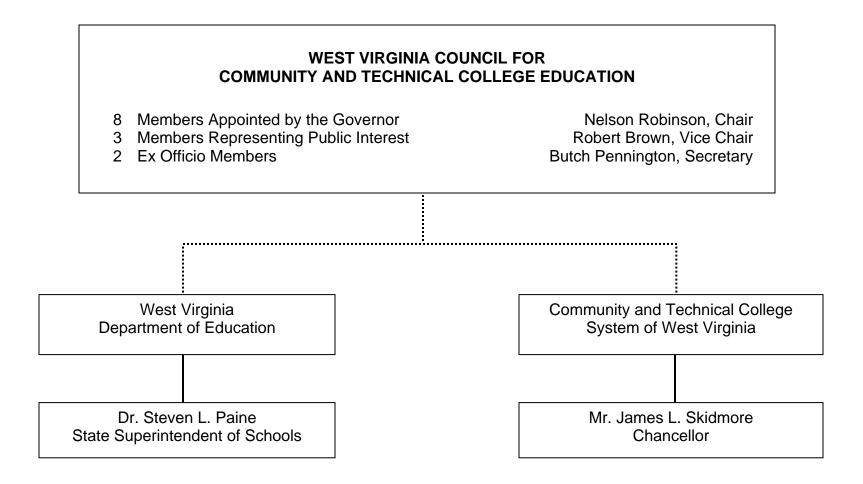
Services to Special Populations

Totals

APPENDIX III

Organizational Structure

WEST VIRGINIA ELIGIBLE STATE AGENCY



APPENDIX IV

Final Agreed Upon Performance Levels

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column	Column 2	Column 3	Column	Column 5	Column
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	6 Year Two 7/1/08- 6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.	State and Local Administrative Records	B: 2007	L: 71.00% A:	L: 75.83% A:
	Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.				
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.	State and Local Administrative Records	B: 2007	L: 59.00% A:	L: 65.83% A:
	Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education.				

Column	Column	Column	Column	Column	Column
1	2	3	4	5	6
Indicator &	Measurement	Measurement	Baseline	Year One	Year Two
Citation	Definition	Approach	(Indicate	7/1/07-	7/1/08-
			Year)	6/30/08	6/30/09
2S1	Numerator: Number of CTE participants who	National/State	B: 2007	L:65.28%	L:65.78%
Technical Skill	passed end-of-course technical skill assessments that	Standards and			
Attainment	are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Assessment			
113(b)(2)(A)(ii)	available and appropriate, during the reporting year.	System		A:	A:
	Denominator: Number of <u>CTE participants</u> who took the assessments during the reporting year.			11.	
3S1	Numerator: Number of CTE concentrators who	State/Local	B: 2007	L:95.00%	L:95.00%
Secondary School	earned a regular secondary school diploma, earned a	Administrative			
Completion	General Education Development (GED) credential as	Data			
	a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-			A:	A:
113(b)(2)(A)(iii)(I-III)	recognized equivalent (including recognized				
	alternative standards for individuals with disabilities),				
	or earned a proficiency credential, certificate, or				
	degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting				
	year.				
	Denominator: Number of <u>CTE concentrators</u> who				
	left secondary education during the reporting year.				
4S1	Numerator: Number of CTE concentrators who, in	State and	B: 2007	L: 80.00%	L: 80.2%
Student Graduation	the reporting year, were included as graduated in the	Local	D. 2007	1. 00.0070	1. 00.270
Rates	State's computation of its graduation rate as	Administrative			
113(b)(2)(A)(iv)	described in Section 1111(b)(2)(C)(vi) of the ESEA.	Records			
113(U)(2)(A)(IV)	Denominator: Number of CTE concentrators who,	IXCCOI US		A:	A:
	in the reporting year, were included in the State's				
	computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to				
	Section 1111(b)(2)(C)(vi) of the ESEA.				

Column	Column	Column	Column	Column	Column
Indicator &	2	3 Management	4 D1'	5 V	6 Year Two
Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	7/1/08- 6/30/09
5S1 Secondary Placement 113(b)(2)(A)(v)	Numerator: Number of <u>CTE concentrators</u> who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007). Denominator: Number of <u>CTE concentrators</u> who	State Developed, School Administered Surveys, Placement Records	B: 2007	L: 91.06% A:	L: 91.56% A:
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	Numerator: Number of nontraditional CTE participants in occupational courses during the reporting year. Denominator: Number of CTE participants in occupational courses that lead to employment in nontraditional fields during the reporting year.	State/Local Administrative Data	B: 2007	L: 38.33% A:	L: 38.58% A:
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.	State/Local Administrative Data	B: 2007	L: 14.20% A:	L: 14.45% A:

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year. Denominator: Number of CTE concentrators who took technical skill assessments during the reporting year.	National/State Standards and Assessment System	B: 85.00% * see below	L: A:	L: 85.50% A:
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	Numerator: Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year. Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.	State and Local Administrative Records	B: 51.48% Year: 2005	L: A:	L: 51.63% A:

3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year. Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a	State and Local Administrative Records	B: 91.00% Year: 2005	L: A:	L: 91.15% A:
4P1 Student Placement	certificate, or a degree in the previous reporting year. Numerator: Number of CTE concentrators who were placed or retained in employment, or	State and Local	B: 89.22%	L:	L: 89.72%
113(b)(2)(B)(iv)	placed in military service or apprenticeship programs in the 2 nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007). Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.	Administrative Records	Year: 2007	A:	A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
5P1 Nontraditional Participation 113(b)(2)(B)(v)	Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	State and Local Administrative Records	B: 17.05% Year: 2007	L: A:	L: 17.20% A:
5P2 Nontraditional Completion 113(b)(2)(B)(v)	Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.	State and Local Administrative Records	B: 18.94% Year: 2006	L: A:	L: 19.09% A:

^{*}Technical Skill Attainment Baseline Data – In order to comply with Perkins IV, we are incorporating other methods for the technical skill attainment core indicator. At this time, we do not have baseline data; therefore, we are estimating the baseline data using occupational specific exit exam data from the 2007 academic year.

APPENDIX V

Tech Prep Request for Proposals

Tech Prep

Request for Proposals

2007-2008

West Virginia Council for Community and Technical College Education

SECTION A: Purpose

Under this competition, grants will be awarded to Tech Prep Consortia (community & technical colleges and county school systems) which 1) can clearly demonstrate the extent to which they meet the eligibility requirements in Section B of this request, and 2) are considered by the grant selection committee the best proposals for implementing the tech prep initiative.

SECTION B: Application Process & Eligibility Requirements

1. Dates:

The closing date for receipt of proposals shall be June 1, 2007 at 5:00 p.m. as per the transmittal instructions. Proposals not adhering to this restriction will not be considered.

2. Eligibility Requirements:

Tech Prep Consortia - whose memberships include at least one community & technical college and their respective county school system service area - that meet the following criteria:

- A. Submission of proposals written collaboratively by the consortium members.
- B. Identification of a Coordinator responsible for coordinating the consortium's grant activities.
- *C.* Submission of the Twenty STARS assessment and worksheets.

3. Estimated Range of Awards:

The amount of an award under this competition will depend upon the scope, quality, and comprehensiveness of the proposal. Individual consortium grants will range in size from \$50,000 to \$130,000 annually, but based on prior performances consortia may be awarded a higher grant amount.

4. **Period of Performance:**

For the purpose of this application, the period of performance for the Consortium shall not exceed one year from the date of this award.

5. Reporting Requirements/Deliverables:

Funded Consortium will be required to:

- Submit Quarterly Financial Reports
- Submit Accountability Data
- Hire a Tech Prep Coordinator
- File a final Financial Report
- Participate as needed in evaluation and special data collection activities

6. **Application Transmittal Instruction:**

The grant application shall be submitted to: The Community & Technical College Council 1018 Kanawha Boulevard, East - Suite 700 Charleston, WV 25301-2827.

If additional information is needed please contact Kathy D'Antoni at 304.558.0265.

SECTION C: Program Narrative

Applicants must describe a strategic plan for their Consortium for the fiscal year for developing the following Tech Prep activities. (30 points; minimum 20)

- 1 EDGE Initiative
 - A. All articulation agreements under the EDGE.
 - B. Increase the percentage of EDGE students matriculating to a community and technical college.
- 2. Collaboration with College 101 Transition Participants
 - A. Identify activities to work with students during their junior year who have completed the College 101 Transition Course.
 - B. Work with college consortium to identify a new cohort for College 101 *Transition Course.*
- 3. Other special **Tech Prep activities**
 - A. Apprenticeships
 - B. Tech Prep College Day, etc.
 - C. NTPN
 - D. Parental Workshops and handbooks
 - E. Marketing

SECTION D: Data Collection

- 1. Identify the number of tech prep students in the classroom.
- 2. Identify number of tech prep students matriculating to postsecondary education.

3. Set baseline data for Tech Prep students with state office in accordance to the Perkins IV accountability data report.

SECTION E: Quality and Effectiveness of the Tech Prep Consortia

Applicants will briefly describe the following using the bold words as headings for the description paragraphs: (30 points; minimum 20 points)

- 1. Specific **outcomes** seen as a result **of the past three years** of grant awards;
- 2. **Process used in evaluating, monitoring, and/or changing** where applicable, on an annual basis the tech prep **activities** to insure continuing improvement.
- 3. **Roles and responsibilities of each consortium member** and how they have contributed to the consortium's effectiveness

STUDENT PARTICIPATION

Applicants will report the number of students **enrolled** in EDGE courses and how these students are being **recruited** by community & technical colleges. (30 points; 20 minimum)

SECTION F: Management Plan for 2005-2006 Funding

Applicants will submit a management plan complete with timelines, benchmarks, responsibilities, and costs for the grant request. (10 points)

APPENDIX VI

Tech Prep Grant Awards Rating Sheet

TECH PREP GRANT AWARDS RATING SHEET FY 2007-2008

Name of Consortium:		
Name of Evaluator:		

ELIGIBILITY REQUIREMENTS

Directions

• Check the Yes or No box.

		Yes	No
1.	Proposal received before the 5 P.M. deadline on June 1, 2007.		
2.	Consortium includes at least one community and technical college and members from their respective county school system service area		
3.	A Tech Prep coordinator is identified.		
4.	Twenty Star Assessment is attached to the proposal		

PROGRAM NARRATIVE

Directions

- Record your point assessment for each category in the POINTS column.
- Write your comments at the end of each category. Feel free to include additional comments on a separate sheet of paper. Comments will be used as feedback to applicants.
- Each category has a 1-5 range (1 being very poor)

EDGE INITIATIVE

		POINTS
1.	Contains a strategy for pulling all articulation agreements under the EDGE initiative.	
2.	Includes innovative activities for getting students to matriculate to a CTC.	
	TOTAL POINTS	
Co	mments	
_co	LLABORATION WITH COLLEGE 101 TRANSITION PARTICIPANTS	
		POINTS
1.	Includes activities for juniors who had participated as sophomores in the College 101 Transition course.	
2.	Showed evidence of working with college consortium to identify a new cohort for the College 101 Transition Course.	
	TOTAL POINTS	
Co	mments	

OTHER SPECIAL TECH PREP ACTIVITIES

		POINTS
1.	Includes innovative activities/strategies that provide additional	
	opportunities for students to move on to postsecondary education after high school.	
2.	Includes innovative activities/strategies for all stakeholders (students, teachers, parents, etc).	
	TOTAL POINTS	
Coi	mments	
DA	TA COLLECTION	
-	Decease on strate mute identify. Took Draw students	POINTS
1.	Process or strategy to identify Tech Prep students.	
2.	Process or strategy to identify Tech Prep students matriculating to postsecondary education.	
	TOTAL POINTS	
	TOTAL POINTS	
Coi	mments	

QUALITY & EFFECTIVENESS OF THE TECH PREP CONSORTIUM

		POINTS
1.	The outcomes seen as a result of the past three years grant awards.	
2.	The Consortium's process for annually evaluating , monitoring and changing where applicable, the Tech Prep initiative.	
3.	The active involvement of consortium members in the development of the grant application.	
4.	The roles and responsibilities of each consortium member and how they have contributed to the consortium's effectiveness.	
	TOTAL POINTS	
Coi	mments	
STU	JDENT PARTICIPATION	
		POINTS
1.	Number of students who matriculated to a CTC.	
2.	Strategies for recruiting students to attend the CTC.	
3.	Percentage of high schools participating in EDGE.	
4.	Comparison with EDGE participation across the state.	
5.	Number of parent workshops in 2005-06.	
6.	Grant dollars spent in 2006-07 were spent in areas that afforded a good return on the dollar.	
	TOTAL POINTS	

Comments	
MANAGEMENT PLAN FOR 2005-2006 FUNDING	
Directions	
 Record your point assessment for each category in the POINTS column. Write your comments at the end of each category. Feel free to include additional comments on a separate sheet of paper. Comments will be used as feedback to applicants. 	
Applicants have adequately developed a management plan complete with timelines, benchmarks, responsibilities and costs that reflect their grant request. 1- 10 Point rang being very poor).	e (1
4. Managament Dian	POINTS
Management Plan	
Comments	

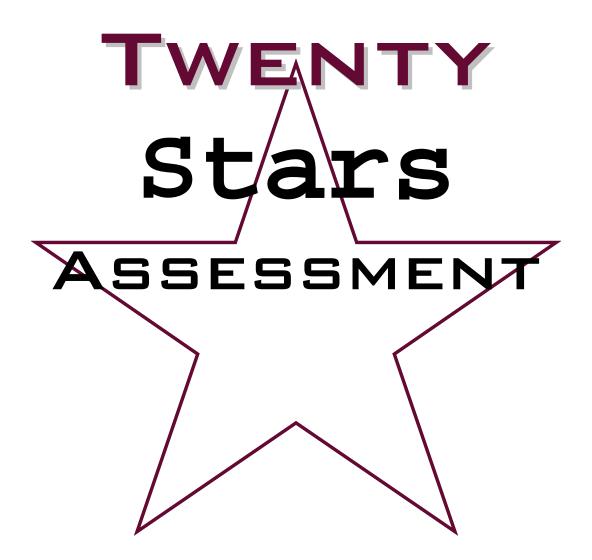
TWENTY STAR ASSESSMENT

Applicants have made adequate progress toward a Twenty Star Consortium. 1- 10 Point range (1 being very poor).

1.	Twenty Star Assessment	

APPENDIX VII

STARS Assessment



Kathy J. D'Antoni, Ed.D.

BACKGROUND

America's education system is a national topic of discussion and concern. A major concern is how the system accomplishes one of its most essential goals: preparing students for success in the workplace. The work environment is changing rapidly and requires highly skilled employees. However, many of today's graduates are not prepared to succeed in this new workplace. The dramatic shift from an industrial to an information oriented economy requires major changes in curriculum offerings and delivery at all education levels. Voices of business and labor continue to articulate the need and necessity for the type of individual who exits successfully from a quality Tech Prep program.

West Virginia has successfully implemented several outstanding Tech Prep programs, but at this point, implementation has not reached the scale necessary for institutionalization. Federally funded initiatives cannot be sustained unless this level of achievement is attained. To meet this level, local Tech Prep consortia are using a technical assistance tool called STARS - Strategies That Advance Restructuring in Schools. These strategies are mechanisms that expedite educational change and provide the impetus needed to sustain a quality Tech Prep initiative.



The purpose of the technical assistance document, STARS, is to help school systems, secondary and postsecondary, institutionalize Tech Prep. There are twenty (20) STARS set forth in the document and each has a worksheet which includes indicators that denote status. These work sheets are to assist local Tech Prep consortium members in:

- Judging whether or not their respective education systems has reached the level necessary to achieve a Tech Prep STAR
- Determining where to target future Tech Prep grant monies

The following scale is used to indicate the implementation level of the indicator:

0 = not in evidence

1 = some evidence

2 = good evidence

3 = indicator in place

The attainment of twenty STARS by consortia will serve as documentation of a sustainable quality Tech Prep initiative.

Definition of Terms	5
The Twenty STARS	6
Curricula STARS	7
Stakeholder Support STARS	15
Marketing STARS	21
Assessment STARS	25

1. STARS (Strategies That Affect Reform in Schools)

STARS are the components of a quality Tech Prep initiative necessary to institutionalize.

2. Documentation Data

The documentation data are a list of items which identify the existence of the essential components of a Tech Prep initiative within the respective consortium members' education systems.

3. Seamless Curriculum

A seamless curriculum is a continuum of competencies that provide transition from one educational level to another without unnecessary duplication. Student mastery is based on an established standard.

4. Tech Prep Initiative

The Tech Prep initiative in West Virginia focuses on preparing students to enter postsecondary and succeed in achieving an associate degree in technical fields.

5. Tech Prep Program

The tech prep program is carried out under an articulation agreement and at least one core career pathway course is an EDGE course.

6. Core Pathways Units

The core pathways units are courses recommended by higher education and business/labor as necessary for success in the respective cluster area.

7. Tech Prep Student

The secondary education tech prep student is someone who has enrolled in two courses in the secondary education component of a tech prep program.

The postsecondary education student is a someone who -

- A) has completed secondary education component of a tech prep program; and
- B) has enrolled in the postsecondary education component of a tech prep program at an institution of higher education

THE TWENTY STARS FOR TECH PREP CONSORTIA WEST VIRGINIA

Curricula

- 1. Programs of study around clusters/pathways
- 2. Programs of study include the skilled/Tech Prep component
- 3. Consortium is involved in the seamless initiative
- 4. Consortium utilizes contextual learning and teaching strategies
- 5. A comprehensive career development system, K-Adult, is in place
- 6. Integration of curriculum is an integral part of the education process
- 7. Schools utilize technology
- 8. Work-based activities exist in the respective school systems

Stakeholder Support

- 1. Key decision makers support the Tech Prep initiative
- 2. Educators are knowledgeable of the Tech Prep initiative
- 3. Counselors are actively involved in the Tech Prep initiative
- 4. All consortium members are actively involved and collaborate
- 5. Staff development in all schools includes topics that promote Tech Prep
- 6. Work-based councils whose membership reflects business/labor leaders in the consortium area exist and are functioning

Marketing

- 1. Key decision makers support the Tech Prep initiative
- 2. Parents are knowledgeable of the Tech Prep initiative and incentives
- 3. Students are knowledgeable of the Tech Prep initiative and incentives
- 4. Special activities exist for Tech Prep students

Assessment

- 1. School systems can produce Tech Prep data
- 2. School systems utilize the data to make decisions



STAR 1:

Programs of Study Exist Around Cluster/Pathways

Clusters/pathways format for school curricula provide students with basic academic and technical skills necessary for success in the respective cluster area. It will help students to:

- Achieve an academic/technical knowledge base
- Understand career options
- · Gain information for better decision making
- Explore educational opportunities
- Investigate workplaces and their relationship to curricula

Parental involvement in a student's decision regarding clusters and pathways is crucial.



STAR 2:

Programs of Study Within a Cluster/Pathway Format Include the Skilled/Tech Prep Component

The skilled/Tech Prep component provides students with more options. Instead of a program to program format with limited placements available, the skilled/Tech Prep component opens the door to all students and affords students multiple postsecondary program choices.

Documentation Data

- Counselors, students and parents participate in curricula orientations and understand that the skilled component within the cluster/pathway format is the Tech Prep component which leads to an associate degree.
- The four (4) core pathway units are a combination of technical and academic courses.
- The recommended electives provide choices of technical and academic courses.



STAR 3:

Consortium is Involved in the Seamless Curriculum Initiative

The seamless curriculum provides transition from one education level to another without unnecessary duplication. It identifies incentives for students and provides multiple entry and exit points.



STAR 4:

Classrooms Utilize Contextual Learning and Teaching Strategies

Education research shows that applied learning and applied teaching strategies are effective in raising student achievement and enhancing knowledge retention.

Suggested Activities

The consortium provides professional development for secondary and postsecondary faculty which focuses on:

- Education research on contextual learning
- Applied strategies in the classroom
- Individual learning styles



STAR 5:

A Comprehensive Career Development System Exists in all Schools

A comprehensive career development system is the key to the effectiveness and success of a cluster /pathway format. The ratio of counselors to students makes it impossible for counselors to be solely responsible for the delivery of career guidance. The responsibility rests with all educators. Students and parents need career information in order to make the sound decisions concerning future education and/or work plans.

Documentation Data

A career development system, K- adult, exists and provides current career information to all students which will prepare students to make good decisions along his or her choice of educational and career pathways. The system is easily recognized and accessible to all students and parents.

Suggested Activities

The consortium provides technical assistance for developing/creating:

- Advisor/advisee programs
- Career centers
- College Tech Prep day
- Job shadowing
- College job shadowing
- Career fairs
- Student portfolios, etc.



STAR 6:

Integration of Curriculum is an Integral Part of the Education Process

The integration of curriculum makes education relevant to all students. Knowing how academic skills apply in the workplace is a critical educational process which will play a major role in ensuring student success in his chosen career field.

Documentation Data

The programs of study in all schools connect the academic skills with the technical skills. It is not just an isolated project between two specified courses.

Suggested Activities

The consortium provides professional development in the following areas:

- · integrating curriculum across the disciplines
- senior projects
- creating collaboration teams within facilities



STAR 7:

Schools Utilize Technology

The information age has produced massive changes in our ability to access educational processes. By the very rural nature of our state, school systems should be utilizing strategies via technology or distance learning that can enhance students abilities to gain access to areas previously cost prohibitive.



STAR 8:

Work-based Activities Exist in the School Systems

Providing work-based activities provides valuable experience and education for all students. These activities assist students in making decisions concerning future career plans.

Documentation Data

- Work-based activities are available to all students
- Work-based activities pertain to the student's cluster/pathway choice
- Work-based activities include criteria for participating
- Teacher internships are available to all teachers

Suggested Activities

The consortium provides training in work-based learning for faculty and business/labor representatives. The training includes:

- Liability issues
- · Student criteria for participating
- Roles and responsibilities
- Safety issues
- Goals and objectives for work-based learning



STAR 9:

Key Decision-Makers Support the Tech Prep Initiative

It is imperative that administrative leaders support the Tech Prep initiative. Leadership that embraces the concept will provide the time and support to implement the different strategies.



STAR 10:

All Educators are Knowledgeable of the Tech Prep Initiative

Educators' awareness of the Tech Prep initiative and the opportunities afforded students is necessary for a successful Tech Prep program.

Documentation Data

Orientation and/or in-service training is provided for all educators (secondary and post-secondary on a <u>continuing</u> basis.

- Professional development targeting career information
- Teachers are included in the development/start up activities for the Tech Prep initiative
- Establish Tech Prep liaisons at respective schools whose role and responsibilities include "getting the word out" on Tech Prep activities, disseminating Tech Prep career information to other school personnel, and serve as a communication link for consortium news



STAR 11:

Counselors are Actively Involved in the Tech Prep Initiative

Counselors play an important role in assisting students to make career decisions for life after school. Those decisions could include going on for more schooling or available job opportunities. It is critical that counselors are well informed on the many opportunities available within the Tech Prep curricula.



STAR 12:

All Consortia Members Collaborate and are Actively Involved

Under Perkins, a consortium consists of secondary, postsecondary, business/labor representatives. An effective consortium has active participation by each representative who understands their role and responsibilities.

- Rotate consortium meetings among the respective members' home counties
- Set up annual reviews of the Tech Prep initiative
- Conduct a consortium strategic visioning session



STAR 13:

County/Postsecondary Staff Development for the Respective Consortia Members Include Topics Related to the Tech Prep Initiative

Individual counties and postsecondary should incorporate Tech Prep topics into their individual staff development plans. Staff development topics reflect school systems' priorities.

Documentation Data

A list of staff/professional development sessions that feature Tech Prep topics which are held outside of the consortium at the secondary and postsecondary level.

- The local Tech Prep coordinator has input into the development of the respective consortium members' staff development
- Topics for staff development would include: project-based assessment, performance-based assessment, portfolios, all aspects of the industry, instructional strategies, etc.



STAR 14:

Work-Based Councils Whose Membership Reflects Business/Labor Leaders Exist and are Active

Active involvement of business/labor is imperative for a quality Tech Prep initiative. Their input should guide consortia in <u>curricula</u> and <u>work-based activities</u>.

Documentation Data

- The consortium has established a work-based council
- The council has developed a plan which identifies roles and responsibilities, projects, and time lines

Suggested Activities

Hold a strategic planning session for members of the work-based council to develop an annual plan which lists the goals to be achieved, the respective member role and responsibilities, and time lines. The annual event will serve to assess progress, address problems, and set new goals.



STAR 15:

Incentives Exist for All Tech Prep Students

A great marketing tool for getting students interested in Tech Prep is offering student incentives. These incentives would be determined by secondary, postsecondary, and business/labor representatives.

Documentation Data

Students selecting the Tech Prep component within the cluster/pathway format are eligible for:

- Dual credit courses
- EDGE courses
- Scholarships
- Advanced placement into associate degree programs

Suggested Activities

The consortium establishes an incentive committee to identify specific opportunities for students electing the Tech Prep component.



STAR 16:

Parents Knowledgeable of the Tech Prep Component, It's Career Opportunities, and Student Incentives

Career information on Tech Prep that identifies multiple opportunities for students is disseminated to parents. Parents need current job market information to help their children make sound decisions.

Documentation Data

The process used to disseminate career information to all parents.

Suggested Activities

The consortium conducts parental workshops in areas outside the school – recreation centers, churches, workplaces, etc.



STAR 17:

Students Knowledgeable of the Tech Prep Component, Its Career Opportunities, and Incentives

Students who are provided career information, choices, and opportunities make informed decisions about their future.

Documentation Data

The process used to get career information to all students

- The consortium establishes: Tech Prep Day, Student Job Shadowing, Scholarships, etc
- Tech Prep coordinator guest speaker for Intro to Pathways/Intro to Cluster classes
- Tech Prep coordinator guest speaker for advisor/advisee classes
- Students participate in discussion groups on Tech Prep



STAR 18:

Special Activities for Tech Prep Students Exist

Tech Prep students need to be recognized and supported. Currently, systems are only rewarding students through a "one way to win" mind set, i.e., the four year college prep pathway.

Documentation Data

Special activities exist for students selecting the Tech Prep component within the cluster/pathway format.

- Develop a Tech Prep career day for students and parents
- Use business/labor representatives as guest speakers
- Establish a consortium scholarship fund



STAR 19:

School Systems Can Produce Tech Prep Data

Perkins Act of 2006 focuses on accountability which requires systems to produce specific data.

Documentation Data

A process is in place that will provide data in following categories:

The number of Tech Prep students who:

- Enroll in the Tech Prep component
- Go on to postsecondary
- Enroll in postsecondary in the same field or major as the secondary education tech prep students were enrolled at the secondary level
- Complete a State or industry-recognized certification or licensure
- Successfully complete courses that award postsecondary credit at the secondary level
- Enroll in postsecondary remedial courses
- Graduate with an associate degree
- Place in a related field of employment no later than 12 months after postsecondary graduation
- Complete a baccalaureate degree program within the normal time for complete of such a program

- Establish a data collection system
- Provide a forum for key decision makers to dialogue on the issues and problems of collecting specific data and the communication of data between education levels



STAR 20

School Systems Utilize Data to Make Decisions

The collection of data is followed by analysis of the data and used to make changes in areas of low performance and/or enhance successful practices. Assessments should be made on an annual basis to sustain and improve the Tech Prep initiative.

Documentation Data

- Process used to analyze the collected data
- Process to report findings and changes made within the Tech Prep component

Suggested Activities

 Annual workshops held to examine data and set future goals and objectives



APPENDIX VIII

STARS Worksheet



Kathy J. D'Antoni, Ed.D.

STAR 1:

Programs of Study Exist Around Cluster/Pathways

	Indicators	Point Value (0-2)
1.	Entering ninth graders have chosen a cluster and a pathway. Parents played an integral role in these decisions.	
2.	Each pathway identifies four (4) core units as graduation requirements.	
3.	Choice of recommended electives is directly related to the pathway and is recommended by postsecondary.	
4.	Community and Technical Colleges understand the cluster/pathway format and advertise associate degrees and/or certifications available in the respective cluster/pathways.	
	TOTAL POINTS	

POINT VALUE SCALE

Requirement for STAR - 8 Points

0	1	2
No evidence	In Progress	Indicator in Place

STAR Awarded:

Yes No

Strategies to be utilized to improve scores and gain the STAR.		
STAR 2:		

Programs of Study Within a Cluster/Pathway Format Include the Skilled/Tech Prep Component

	Indicators	Point Value (0-2)
1.	Counselors are aware of EDGE credits and promote EDGE within the Tech Prep/ skilled component.	
2.	Student/Parents participate in orientation sessions about EDGE credits.	
3.	The four core units in the Tech Prep/skilled component offer at least one of these courses is offered as an EDGE course.	
4.	Choice of recommended electives in the Tech Prep component includes a combination of academic and technical courses and at least one of these courses is offered as an EDGE course.	
5.	Community and Technical Colleges are aware of the required courses within the cluster/pathway format and provide the opportunity for EDGE courses within the respective majors and recommended electives.	
	TOTAL POINTS	

POINT VALUE SCALE

Requirement for STAR - 10 Points

0	1	2
No evidence	In Progress	Indicator in Place

STAR Awarded:

Yes No

Strategies to be utilized to improve scores and gain the STAR.

STAR 3:

Consortium is Involved in the Seamless Curriculum Initiative

	Indicators	Point Value (0-2)
1.	Consortium members are actively involved in the seamless initiative, i.e. are actively involved in the EDGE initiative.	
2.	All articulation agreements have been pulled under the EDGE initiative.	
3.	Secondary and postsecondary levels aggressively participate in the EDGE initiative.	
4.	Annual joint review by secondary/postsecondary faculty of the curricula offerings available for EDGE credit.	
	TOTAL POINTS	

POINT VALUE SCALE

Requirement for STAR - 8 Points

0	1	2
No evidence	In Progress	Indicator in Place

STAR Awarded:

Yes No

STAR 4:

Classrooms Utilize Contextual Learning and Teaching Strategies

	Indicators	Point Value (0-2)
1.	Students are enrolled in classrooms that utilize contextual learning strategies.	
2.	Teachers teach the contextual courses to the same standards as college prep courses	
3.	Teachers are required to attend training sessions on contextual instructional strategies.	
	TOTAL POINTS	

POINT VALUE SCALE

Requirement for STAR - 6 Points

0	1	2
No evidence	In Progress	Indicator in Place

STAR Awarded:

Yes No

STAR 5:

A Comprehensive Career Development System Exists in all Schools

	Indicators	Point Value (0-2)
1.	A comprehensive career development plan is on file at each educational system and: a. Identifies grade level career area responsibility (awareness, exploration,) b. Assigns grade level activities c. Establishes an alignment process between levels that eliminates duplication and insures a developmental process d. The system is held accountable for the delivery of career development.	
2.	Each student has a 2+3 plan that is jointly developed by a counselor/advisor, student, and parent.	
3.	A school review team or an established procedure considers student requests to change cluster/pathways and/or determines substitutions for core units in the pathway. Substitutions are always a higher level course.	
4.	Parents consult with their child and counselor/advisor at least once a year to review the student grades, performance, and career goals to either affirm or change them through agreement.	
5.	All administrators/teachers/counselors in a school system are involved in delivering the career development system.	
	TOTAL POINTS	

POINT VALUE SCALE

Requirement for STAR - 10 Points

0	1	2
No evidence	In Progress	Indicator in Place

STAR Awarded:

Yes No

STAR 6:

Integration of Curriculum is an Integral Part of the Education Process

	Indicators	Point Value (0-2)
1.	Academic and Vocational teachers develop and share problem solving projects or units that use applied, integrated teaching strategies or have aligned their curricula or teach related concepts and content throughout the year.	
2.	Integration efforts in a school exist.	
3.	Students get grades for integrated work in more than one class.	
4.	Students are required to complete a capstone experience, i.e., senior project, in which they use academic and technical knowledge and skills.	
5.	There is joint, team taught, interdisciplinary, blocked or parallel classes offered.	
	TOTAL POINTS	

POINT VALUE SCALE

Requirement for STAR - 10 Points

0	1	2
No evidence	In Progress	Indicator in Place

STAR Awarded:

Yes No

STAR 7:

Schools Utilize Technology

	Indicators	Point Value (0-2)
1.	Students have access to courses offered via Internet and/or satellite classrooms.	
2.	Classrooms utilize computer technology.	
3.	Teachers utilize technology (computer, graphing calculators, computer simulations, etc.) as an instruction tool.	
4.	Technical programs utilize current technology available in their discipline.	
	TOTAL POINTS	

POINT VALUE SCALE

Requirement for STAR - 8 Points

0	1	2
No evidence	In Progress	Indicator in Place

STAR Awarded:

Yes No

Strategies to be utilized to improve scores and gain the STAR.		
	_	

STAR 8:

Work-based Activities Exist in the School Systems

	Indicators	Point Value (0-2)
1.	Work-based activities are required of all students.	
2.	Representatives from secondary, postsecondary, business/labor develop a system of work-base learning that identifies the work-based activity required for each cluster/pathway component (i.e., professional and Tech Prep/skilled)	
3.	Work-base activities include an oral and/or written student assessment of the experience.	
4.	Work-based activity is related to the student cluster/pathway choice.	
5.	Students meet specific criteria before participating in a work-based activity (i.e., GPA, interviews, attendance record).	
6.	Work-based experiences are connected to the school-based curricula.	
	TOTAL POINTS	

POINT VALUE SCALE

Requirement for STAR - 12 Points

0	1	2
No evidence	In Progress	Indicator in Place

STAR Awarded:

Yes No

STAR 9:

Key Decision-Makers Support the Tech Prep Initiative

	Indicators	Point Value (0-2)
1.	Tech Prep is part of the Community and Technical College Consortium	
2.	The county school system consortium member is the Superintendent, Assistant Superintendent, Director of Curriculum, and/or the Vocational Director.	
3.	The postsecondary consortium member is the Provost/President or Assistant Provost/Dean of the community and technical college.	
4.	Tech Prep orientations which include EDGE are held annually for postsecondary registrars, admission counselors, secondary principals and counselors.	
5.	Annual postsecondary and secondary staff/professional development plans include Tech Prep related topics.	
	TOTAL POINTS	

POINT VALUE SCALE

Requirement for STAR - 10 Points

Ο	1	2
No evidence	In Progress	Indicator in Place

STAR Awarded:

Yes No

STAR 10:

All Educators are Knowledgeable of the Tech Prep Initiative

	Indicators	Point Value (0-2)
1.	Orientation sessions on Tech Prep and EDGE are held for secondary/postsecondary faculty.	
2.	Teachers participate in work-based internships.	
3.	Annual staff/professional development sessions include strategies that strengthen the Tech Prep initiative (i.e., career information, applied teaching strategies).	
4.	Career information is disseminated on a regular basis to teachers.	
5.	Teachers are knowledgeable of current Associate Degree programs and the job opportunities/career ladders associated with them.	
	TOTAL POINTS	

POINT VALUE SCALE

Requirement for STAR - 10 Points

0	1	2
No evidence	In Progress	Indicator in Place

STAR Awarded:

Yes No

STAR 11:

Counselors are Actively Involved in the Tech Prep Initiative

	Indicators	Point Value (0-2)
1.	Consortium counselor cabinets/councils or some regular activity that targets the counselor's role in Tech Prep exists.	
2.	Counselor's knowledgeable of EDGE courses available to students choosing the Tech Prep component within the cluster/pathway format.	
3.	Counselor's support the Tech Prep initiative and the EDGE initiative.	
4.	Counselor's monitor the career development system.	
5.	Counselors are aware and encourage students to enroll in Tech Prep EDGE classes and advise them as to the appropriate 2 year degrees or certifications impacted by the EDGE courses.	
6.	Counselors encourage Tech Prep students to take higher math and science classes.	
	TOTAL POINTS	

POINT VALUE SCALE

Requirement for STAR - 12 Points

0	1	2
No evidence	In Progress	Indicator in Place

STAR Awarded:

Yes No

STAR 12:

All Consortia Members Collaborate and are Actively Involved

	Indicators	Point Value (0-2)
1.	Regularly scheduled consortium meetings are held (at least 1 every other month) and consistently have a quorum.	
2.	Postsecondary, secondary, and business/labor have input at consortium meetings.	
3.	Consortium members have established roles and responsibilities.	
4.	Consortium has established rules for participation and voting.	
5.	A consortium Tech Prep coordinator is hired through a collaborative process established by a consensus of the consortium members.	
6.	All consortium members are engaged in achieving the goals of the annual Tech Prep management plan and all grant expenditures are in accordance with federal and State guidelines.	
7.	Consortium members conduct an annual review of the consortium - its value, its progress - as viewed from a membership perspective.	
	TOTAL POINTS	

POINT VALUE SCALE

Requirement for STAR - 14 Points

0	1	2
No evidence	In Progress	Indicator in Place

STAR Awarded:

Yes No

STAR 13:

County/Postsecondary Staff Development for the Respective Consortia Members Include Topics Related to the Tech Prep Initiative

	Indicators	Point Value (0-2)
1.	County/postsecondary staff/professional development outside of consortium led activities provide sessions pertaining to the Tech Prep initiative.	
2.	County/postsecondary staff/professional development committees ask consortium members or the Tech Prep coordinator to identify Tech Prep issues that need to be addressed.	
3.	Staff/professional development is a priority of the consortium.	
4.	County/postsecondary staff/professional development activities do not conflict with consortium held activities, in fact, both groups coordinate dates and times.	
	TOTAL POINTS	

POINT VALUE SCALE

Requirement for STAR - 8 Points

0	1	2
No evidence	In Progress	Indicator in Place

STAR Awarded:

Yes No

STAR 14:

Work-Based Councils Whose Membership Reflects Business/Labor Leaders Exist and are Active

	Indicators	Point Value (0-2)
1.	Work-based councils meet on a regular basis. (At least quarterly)	
2.	Work-based council's members have established roles and responsibilities.	
3.	Work-based councils make recommendations that impact students' work-based experiences and schools' curricula.	
4.	The level of students' work-based experiences is validated by business/labor representatives.	
5.	Liability and safety issues are addressed by the consortium in concert with the work-based council.	
	TOTAL POINTS	

POINT VALUE SCALE

Requirement for STAR - 10 Points

0	1	2
No evidence	In Progress	Indicator in Place

STAR Awarded:

Yes No

STAR 15:

Incentives Exist for All Tech Prep Students

	Indicators	Point Value (0-2)
1.	Dual credit and/or EDGE credit is available in the Tech Prep component of the cluster/pathway format.	
2.	Consortium participates with the EDGE initiative to the extent that Tech Prep students have the opportunity to earn significant college credit so as to shorten the time to attain an associate degree and/or the ability to earn an associate degree along with a high school diploma.	
3.	Consortium is involved in promoting excellence in Tech Prep, i.e., National Tech Prep Student Registry, Tech Prep Honors Day, Tech Prep Scholarships	
4.	Tech Prep college day or similar activity is held for students and parents.	
	TOTAL POINTS	

POINT VALUE SCALE

Requirement for STAR - 8 Points

О	1	2
No evidence	In Progress	Indicator in Place

STAR Awarded:

Yes No

STAR 16:

Parents Knowledgeable of the Tech Prep Component, It's Career Opportunities, and Student Incentives

	Indicators	Point Value (0-2)
1.	Consortium/members conduct parent orientation sessions for the parental handbook.	
2.	Consortium/members disseminate career information about Tech Prep and its career opportunities to parents.	
3.	Consortium/members actively pursue new initiatives to engage parents.	
4.	Consortium has been successful in engaging parents in career development activities.	
5.	A consortium Tech Prep marketing plan that targets parents exists.	
	TOTAL POINTS	

POINT VALUE SCALE

Requirement for STAR - 10 Points

0	1	2
No evidence	In Progress	Indicator in Place

STAR Awarded:

Yes No

STAR 17:

Students Knowledgeable of the Tech Prep Component, Its Career Opportunities, and Incentives

		D : () ()
	la dia ataua	Point Value
	Indicators	(0-2)
1.	Tech Prep career information is provided for all students.	
2.	Tech Prep day or similar activity is held for all 10 th grade students.	
3.	All students participate in a work-based experience in their career area of interest.	
4.	All students matriculate through a comprehensive career development system, K-14.	
5.	All students are aware of the available Tech Prep incentives, i.e., EDGE classes, dual enrollment.	
6.	Students are provided information on the Associate Degree programs and the career opportunities and career ladders they offer.	
7.	A Tech Prep marketing plan that targets students exists.	
	TOTAL POINTS	

POINT VALUE SCALE

Requirement for STAR - 14 Points

0	1	2
No evidence	In Progress	Indicator in Place

STAR Awarded:

Yes No

STAR 18:

Special Activities for Tech Prep Students Exist

	Indicators	Point Value (0-2)
1.	Consortium/members can list at least two (2) activities that are unique to Tech Prep students.	
	1 2	
2.	Consortium/members consistently seek ways to support/encourage students who are enrolled in the Tech Prep component of the cluster/pathway format.	
3.	Consortium/members consistently seek ways to support/encourage students who are enrolled in the Tech Prep component of the cluster/pathway format.	
	TOTAL POINTS	

POINT VALUE SCALE

Requirement for STAR - 6 Points

0	1	2
No evidence	In Progress	Indicator in Place

STAR Awarded:

Yes No

STAR 19:

School Systems Can Produce Tech Prep Data

	Indicators	Point Value (0-2)
1.	Consortium can identify the number of Tech Prep students enrolled within the cluster/pathway format.	
2.	Consortium can identify the number of Tech Prep students entering community and technical colleges and/or are in the same cluster/pathway as high school.	
3.	Consortium can identify the number of Tech Prep students placed in community and technical college remedial courses.	
4.	Consortium can identify the number of Tech Prep students graduating with an Associate Degree in their career choice and/or credential.	
5.	Consortium has identified viable Associate Degree programs through documentation of career opportunities and job placements.	
6.	Consortium can identify number of Tech Prep students enrolled in EDGE/dual credit courses and the number who earned community and technical college credit.	
7.	Consortium can identify the number of Tech Prep students that have exited with an Associate Degree and are gainfully employed in a related career field.	
	TOTAL POINTS	

POINT VALUE SCALE

Requirement for STAR - 14 Points

*Note: By 2007, consortia need to score at least 18 points in this category.

0	1	2
No evidence	In Progress	Indicator in Place

STAR Awarded:

Yes No

STAR 20

School Systems Utilize Data to Make Decisions

	Indicators	Point Value (0-2)
1.	Consortium holds an annual meeting to review Tech Prepdata.	
2.	Community and Technical colleges can identify EDGE students.	
3.	Community and Technical colleges actively recruits EDGE students.	
4.	Consortium members effect changes within their respective institutions based on the assessment of the data.	
5.	The data is used to target specific areas in the next year's grant monies.	
6.	Workshops are held to share the data with administrators, counselors, and teachers.	
	TOTAL POINTS	

POINT VALUE SCALE

Requirement for STAR - 12 Points

О	1	2
No evidence	In Progress	Indicator in Place

STAR Awarded:

Yes No

APPENDIX IX

Formula Allocations

APPENDIX

FY-2008 DISTRIBUTION OF TITLE I FUNDS TO LOCAL EDUCATIONAL AGENCIES

Barbour	\$34,364	Monroe	\$36,176
Berkeley	\$154,630	Morgan	\$21,546
Boone	\$84,057	Nicholas	\$88,893
Braxton	\$51,823	Ohio	\$104,691
Brooke	\$50,790	Pendleton	\$13,372
Cabell	\$258,224	Pleasants	\$8,213
Calhoun	\$11,920	Pocahontas	\$23,986
Clay	\$45,101	Preston	\$85,691
Doddridge	\$18,686	Putnam	\$114,186
Fayette	\$157,971	Raleigh	\$237,904
Gilmer	\$10,339	Randolph	\$86,667
Grant	\$14,792	Ritchie	\$21,498
Greenbrier	\$96,563	Roane	\$29,331
Hampshire	\$63,307	Summers	\$42,181
Hancock	\$65,075	Taylor	\$37,288
Hardy	\$20,282	Tucker	\$17,565
Harrison	\$147,399	Tyler	\$23,913
Jackson	\$47,619	Upshur	\$39,292
Jefferson	\$79,193	Wayne	\$138,226
Kanawha	\$520,717	Webster	\$40,845
Lewis	\$38,289	Wetzel	\$47,584
Lincoln	\$84,195	Wirt	\$19,329
Logan	\$135,008	Wood	\$235,307
Marion	\$149,011	Wyoming	\$92,331
Marshall	\$97,126	James Rumsey	\$105,633
Mason	\$80,152	South Branch	\$34,676
McDowell	\$129,228	Fred Eberle	\$69,640
Mercer	\$200,968	Roane-Jackson	\$59,843
Mineral	\$75,542	United Tech	\$80,793
Mingo	\$114,562	Calhoun-Gilmer	\$23,318
Monongalia	\$154,443	MOVTI	\$26,276

Carl D. Perkins Career-Technical Funds Fiscal Year 2008

Institution	Allocation
Blue Ridge CTC	\$80,076.73
CTC at WVU Tech	\$67,264.46
Marshall CTC	\$300,173.36
New River CTC	\$150,086.68
Pierpont CTC	\$193,099.32
Southern WV CTC	\$147,341.19
WV Northern CC	\$453,463.10
WV State CTC	\$226,502.76
WVU at Parkersburg	\$348,219.40
TOTALS	\$1,966,227.00

APPENDIX X

Budget Estimates

PERKINS IV BUDGET TABLE - ESTIMATE

(For Federal FY 2009 Funds to Become Available Beginning on July 1, 2008)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	\$8,428,617
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	<u>0</u>
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	8,428,617
D. Local Formula Distribution (not less than 85%) (Line C x 85 %)	7,164,324
1. Reserve (not more than 10% of Line D)	
a. Secondary Programs (<u>0</u> % of Line D)	<u>0</u>
b. Postsecondary Programs (<u>0</u> % of Line D)	<u>0</u>
2. Available for formula allocations (Line D minus Line D.1)	7,164,324
a. Secondary Programs (72.5553% of Line D.2)	5,198,097
b. Postsecondary Programs (27.4447 % of Line D.2)	1,966,227
E. State Leadership (not more than 10%) (Line C x 10 %)	842,862
 Nontraditional Training and Employment (\$70,000) Corrections or Institutions (\$84,286) 	
F. State Administration (<i>not more than 5%</i>) (Line C x <u>5</u> %)	<u>421,431</u>
F. State Match (from non-federal funds) ¹	<u>1,185,000</u>

¹ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - ESTIMATE

(For Federal FY 2009 Funds to Become Available Beginning on July 1, 2008)

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	\$877,270
 B. Amount of Title II Tech Prep Funds to Be Consolida with Title I Funds 	ted <u>0</u>
C. Amount of Title II Funds to Be Made Available for Tech Prep (<i>Line A less Line B</i>)	877,270
D. Tech-Prep Funds Earmarked for Consortia	<u>833,406</u>
Percent for Consortia (Line D divided by Line C) (95%))
2. Number of Consortia 9	-
3. Method of Distribution (check one):a FormulabX Competitive	
E. Tech-Prep Administration	43,864
Percent for Administration (Line E divided by Line C) (<u>5</u> %))

APPENDIX XI

EDGAR Certifications

EDGAR Certification State of West Virginia

I hereby certify that:

- a) the West Virginia Council for Community and Technical College Education is the board designated in Code as the eligible agency to submit the State Plan for Career and Technical Education;
- the West Virginia Council for Community and Technical College Education has authority under State law to perform the functions of the State under the program;
- c) the State legally may carry out each provision of the Plan;
- d) all provisions of the plan are consistent with State law;
- e) the Chancellor of the West Virginia Council for Community and Technical College Education has authority under state law to receive, hold and disburse federal funds made available under the Plan:
- f) the Chancellor has authority to submit the Plan;
- g) the West Virginia Council for Community and Technical College Education has adopted and formally approved the Plan; and
- h) the Plan is the basis for State operation and administration of the program.

NAME OF ELIGIBLE AGENCY

West Virginia Council for Community and Technical College Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

James L. Skidmore, Chancellor

SIGNATURE DATE March 31, 2008

APPENDIX XII

Other Assurances

Other Assurances State of West Virginia

I hereby certify that:

- a) a copy of the State Plan was submitted into the State Intergovernmental Review Process [Executive Order 12372];
- the State assures compliance with the requirements of the Act and the provisions of the State Plan, including the provision of a financial audit of funds received under this Act which may be included as part of an audit or other Federal or State programs [Section 122(c)(11];
- c) none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization [Section 122(c)(12];
- d) the State will waive the minimum allocation as required in Section 131 (c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act [Section 131(c)(2)];
- e) the State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year [Section 323(a)];
- f) the State and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient [Section 317(a)];
- g) an eligible recipient may, upon written request, except as prohibited by State or local law, use funds made available under this Act to provide for the meaningful participation in career and technical education programs

- and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient [Section 317(b)(1)]; and
- h) eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools [Section 317(b)(2)].

NAME OF ELIGIBLE AGENCY

West Virginia Council for Community and Technical College Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

James L. Skidmore, Chancellor

SIGNATURE DATE March 31, 2008

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME			
West Virginia Council for Community and Technical College Education	Vocational Education and Basic Grant to States			
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE				
James L. Skidmore, Chancellor				
SIGNATURE	DATE March 31, 2008			

ED 80-0013 06/04

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

- Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
- Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
- Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
- 4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
- 5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. III4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
- 6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. \$\square\$11681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. \$\square\$1794), which prohibits discrimination on the basis of handicaps; (d)

- the Age Discrimination Act of 1975, as amended (42 U.S.C. \square 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) $\square \square 523$ and 527 of the Public Health Service Act of 1912 (42 U.S.C. III 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
- 7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
- 8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. \$\sum_{\text{U}}\$1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

Previous Edition Usable

Standard Form 424B (Rev. 7-97) Prescribed by OMB Circular A-102

- 9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. D276a to 276a-7), the Copeland Act (40 U.S.C. D276c and 18 U.S.C. DB874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. DD 327-333), regarding labor standards for federally assisted construction subagreements.
- 10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- 11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. Data 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. December 27401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

- 12 Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. DD1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
- 13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. [1470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. [1469a-1] et seq.).
- 14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- 15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. DD2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
- 16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. III 4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
- 17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, [] Audits of States, Local Governments, and Non-Profit Organizations. []
- Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE Chancellor
APPLICANT ORGANIZATION	DATE SUBMITTED
West Virginia Council for Community and Technical College Education	March 31, 2008

Standard Form 424B (Rev. 7-97) Back

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

(See reverse for public burden disclosure)

1. Type of Federal Action: a. contract b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. Status of Federal a. bid/off B b. initial c. post-ar	fer/application award	3. Report Type:
4. Name and Address of Reporting Entity: Prime XX Subawardee Tier 2nd, if Known: West Virginia Council for Community and Technical College Education 1018 Kanawha Blvd. – East, Suite 700 Charleston, WV 25301		5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:	
Congressional District, if known:		Congressio	nal District, if known:
6. Federal Department/Agency:		7. Federal Prog	ram Name/Description:
US Department of Education Office of Vocational and Adult Education		Vocational Education Basic Grant to States CFDA Number, <i>if applicable</i> : 84.048A	
7. Federal Action Number, if known: NA		9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): NA		b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): NA	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		Signature: Print Name: Jan Title: Chancello Telephone No.:	
Federal Use Only		Authorized for Lo Standard Form -	ocal Reproduction LLL (Rev. 7-97)

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

- 1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
- 2. Identify the status of the covered Federal action.
- 3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
- 4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
- 5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
- 6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
- 7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
- 8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."
- 9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
- 10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.
 - (b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).
- 11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503